BEHAVIOR CHALLENGES:

A SHARED APPROACH

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TABLE OF CONTENTS

ACKNOWLEDGMENTS	i
FORWARD	ii
Introduction	1
A Note to Readers	3
SECTION I: TEACHERS	7
Introduction	9
Communication Skills Checklist	10
Expectations Checklist	11
Issues Checklist	12
Values Checklist	13
Strategies	Pages 14 to 32
SECTION II: ADMINISTRATORS	33
Introduction	35
Communication Skills Checklist	36
Expectations Checklist	37
Issues Checklist	39
Values Checklist	40
Strategies	Pages 41 to 55
SECTION III: PARENTS	57
Introduction	59
Communication Skills Checklist	60
Expectations Checklist	61
Issues Checklist	64
Values Checklist	65
Strategies	Pages 66 to 81
SECTION IV: STUDENTS	83
Introduction	85
Communication Skills Checklist	86
Expectations Checklist	87
Issues Checklist	88
Values Checklist	89
Strategies	Pages 90 to 102
SECTION V: COMMUNITY RESOURCES	103

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FORWARD

Behavior problems have always posed challenges for parents and educators. However, the problems appear to be increasing in frequency and severity. Educators as well as parents, are finding it increasingly more difficult to deal with the problems by themselves. A cooperative, shared approach is needed.

The document **BEHAVIOR CHALLENGES: A SHARED APPROACH** is intended to assist educators in meeting the behavior challenges in several ways:

- It assists the educators in examining areas of weaknesses that may be contributing to the behavior problems.

- It assists educators in determining the views and opinions of others who are vitally interested in, and affected by the behavior problems.

- It assists in generating dialogue and creating channels of cooperation between the various people who are faced with meeting the behavior challenges.

- It suggests ways of improving the deficit areas.

The document is designed to achieve the above objectives by focusing on four key areas that impact significantly on behavior in schools:

Communication: the process of making ones feelings and opinions known to others and discovering the feelings and opinions of others;

Expectations: the academic, behavioral, attitudinal and emotional performance anticipated to be exhibited by individuals;

Issues: exhibited attitudes or behaviors that are symptoms of more deep-rooted problems;

Values: qualities that have worth, usefulness, importance and desirability.

The document is intended for use by school counsellors, psychologists and/or special educators. In the first four sections it provides specific ideas on how they might involve the teachers, administrators, parents and students in meeting the behavior challenges. The last section of the document provides some considerations to keep in mind when educators find it necessary to enlist the services of community agencies to meet the behavior challenges.

Behavior Challenges:
A Shared Approach

Introduction

Among the more serious problems facing our schools is student misbehavior. Communities, parents, teachers, and students have all expressed concern over the issue of school discipline. Even one disruptive student can make classroom instruction extremely difficult.

Generally described, behavior disorders are the result of conflict between the student and the environment. They occur when students respond to their educational environment in ways which deviate significantly from age-appropriate expectations and interfere with their own learning and/or that of others. Qualitatively described, they can be "mild", "moderate", or "severe" in terms of the extent to which they disrupt the student's educational program.

There is no magic formula a teacher or resource person can use to define a behavior disorder, either in terms of whether one exists or, if one does, how severe it is. The definition and identification of a behavior disorder will always be partly objective (what is actually happening that can be verified by more than one person) and partly subjective (what is perceived to be happening by a single observer). This depends on the observations as well as the values, mood, and tolerance level of the teacher. One teacher's definition of behavior disorder may be another teacher's definition of a praiseworthy act by the student(s). For example, one teacher may not accept any arguing from students, while another may reinforce students for arguing (within reason) to support their points of view.

Typically, behavior disorders are characterized by a number of traits:

1. the demonstration of an inability to establish or maintain satisfactory relationships with peers or adults;

2. the demonstration of a general mood of unhappiness or depression;

3. the demonstration of inappropriate behavior or feelings under ordinary conditions;

4. the demonstration of continued difficulty in coping with the learning situation in spite of remedial invervention;

5. the demonstration of physical symptoms or fears associated with personal or school problems;

6. the demonstration of difficulties in accepting the realities of personal responsiblity and accountability;

7. the demonstration of physical violence toward other persons and/or physical destructiveness toward the environment.

Students must assume a measure of responsibility for their own behavior. Section 7 of the **Alberta School Act** spells out a code of conduct to be followed by students. Among the items listed are:

- co-operate fully with everyone authorized by the board to provide education programs and other services

- comply with the rules of the school

- account to the teachers for his/her conduct

- respect the rights of others.

The responsibility does not lie with the student alone, however. Society must also assume a role. Alberta Education's **Statement of Philosophy** (Alberta Education Policy Manual, September 5, 1989) states: "Education is a critical function of society and students are the focus of that activity ... all students should be helped in every way possible to achieve their potential."

The same document states Alberta Education's **Goals of Education** and **Goals of Schooling**. Among them are the following:

- Develop the ability to get along with people of varying backgrounds, beliefs and lifestyles.

- Develop a sense of community responsibility which embraces respect for law and authority ... and the rights of others.

- Develop an understanding of the meaning, responsibilities, and benefits of active citizenship ... .

A common thread woven through these goals is that of instilling in students a sense of responsibility for their actions and respect for others. Neither the student nor society can achieve this independently of the other. The students, the parents, the school, and the society at large must all become involved. The conflict described earlier is more likely to be resolved if we adopt a shared approach.

This resource is intended to help school personnel SOLVE discipline problems in their schools, and more importantly, help them PREVENT behavior problems from developing. It suggests ways for parents, community agencies and students to work together to solve behavior problems.

A Note to Readers

This document is intended for use by, or in consultation with, school counsellors, psychologists and/or special education personnel who have been trained to assess and intervene where behavior problems are suspected. Such experts could use the information in a cooperative effort with students, parents, teachers and administators. Checklists are provided in a numbered rating format to encourage discussion but are not intended to yield quantitative scores that indicate the presence or absence of a problem. The objective is to identify and explore together the possible causes of the perceived behavior problems. At the same time educators will have access to some specific ways of dealing with these behaviors in the classroom.

Although the document is divided into five sections (Teachers, Administrators, Parents, Students and Community Resources), the sections should not be used independently of each other. For example, a student exhibiting unacceptable behavior may indicate on the Issues Checklist (p. 88) that negative peer pressure is a serious issue with him/her. The parents, on their Issues Checklist (p. 64) may feel that lack of interest and initiative is the problem. The teacher and administrators on their Issues Checklists (p. 12 and 39) may suggest that the use of illegal drugs is the problem. All of the responses may be correct and may lead to a discussion of the more deep-rooted reasons for the behavior.

The suggestions and strategies are generally geared toward dealing with behavior problems in the upper elementary and junior high grades. However, they may also be useful in dealing with older or younger students. Regardless of where they are used, users must exercise discretion in selecting the suggestions appropriate to the problem(s) at hand and also in deciding whether the language level is age-appropriate or whether the student or parent understands the questionnaire. In some cases the user may be well advised to have the student or parent complete the questionnaire in a conference setting.

The strategies for dealing with student behavior problems offered in this document are based on the experiences of teachers, administrators and counsellors. They are suggestions only, and should not be considered as conclusive remedies.

However, the ideas in this resource manual can be used in several different ways:

1. To help in initiating dialogue between the staff and administration of the school regarding discipline problems and how to solve them.

   Example: Some staff members may hold that parents should deal with behavior problems at home while the administration may insist that the teachers should deal with the problems at school.

2. To help in initiating dialogue about inappropriate behavior between the student, on the one hand, and the teacher, administrator or parent on the other.

   Example: A student may feel that he/she has difficulty expressing his/her feelings while the parent or teacher assumes that the student simply has a defiant attitude.

3. To help in preventing or solving discipline problems at home or at school.

   Example: A teacher may suggest the strategy THE COURAGE TO BE ENCOURAGING (see p. 68) to a parent who is too critical of a child and where parent-child relationships have broken down.

4. To help in determining which community agency can best help a seriously behavior disordered student.

   Note: At times students are referred to agencies that are not mandated or qualified to deal with a particular type of problem. This can lead to unnecessary delays and frustrations.

The ideas provided in this resource document and their applications are suggestions only. The validity and reliability of the suggestions and strategies are not verified by statistical analysis. Teachers may prefer their own or different approaches and strategies, and/or after using some suggestions in this document, teachers may revise or adapt them to suit their individual students or their teaching styles.

BEHAVIOR CHALLENGES:
A SHARED APPROACH

Key to the prevention and resolution of the behavior problems in schools are the teacher(s), the administrator(s), the parent(s) and the student(s).

The factors that may have precipitated the problems and should, therefore, be considered in their resolution are: communication, expectations, issues and values. The strategies chosen to solve each type of problem are crucial. In some cases, community agencies may need to become involved.

SECTION I:

TEACHERS

SECTION I: TEACHERS

INTRODUCTION

Teaching children is a challenging task. It is made more difficult in a time when behavior problems are increasing. Teachers experience frustration when even one student exhibits unacceptable behavior. If there are several such students in the classroom, instruction can seem to take a back seat to classroom management.

There is no single or easy answer to coping with behavior problems in the classroom. Teachers may benefit from taking stock of how they communicate best, which areas of communication might be improved, what their expectations for the students are, what the parents' expectations are, and what the students' expectations are. Teachers may wish to "compare notes" with the parents and the administration. All need to reach some degree of agreement about a) what the major problem(s) is, and b) what is the best way of attempting to solve the problem(s).

Section I of this document is intended for the use of school personnel, in consultation with school counsellors, psychologists or special educators who are trained to assess and intervene where behavior problems are suspected. It is intended to:

- help the teacher assess his/her own opinions on communication, expectations, issues, and values;
- help the teacher discover the student's, parents' and administrator's opinions on communication, expectations, issues, and values;
- help the teacher identify personal area(s) of weakness and recognize and build on strengths;
- help the parent(s) to better understand and help the child at home.

Teachers should not view this resource manual as an evaluation of their qualifications as teachers, but as a means of arriving at possible solutions to the problems confronting them in the classroom.

Section I includes:

A. Communication Skills Checklist
B. Expectations Checklist
C. Issues Checklist
D. Values Checklist
E. Strategies

TEACHERS

A. COMMUNICATION SKILLS CHECKLIST

Opposite each of the statements below circle the number that most closely describes your perception of yourself as it relates to your ability to communicate a) with your students, and b) with the parents of your students. This may help you assess your areas of strength in communicating with your students and their parents, and your interest in improving in some areas.

	Very Difficult				Very Easy
1. WITH THE STUDENT					
a. Carrying on a casual conversation	1	2	3	4	5
b. Discussing a particular problem	1	2	3	4	5
c. Pointing out a problem/transgression	1	2	3	4	5
d. Dealing with a misbehavior	1	2	3	4	5
e. Discovering students' feelings	1	2	3	4	5
f. Listening to students' views	1	2	3	4	5
g. Remaining calm during "discussion"	1	2	3	4	5
h. Admitting my faults/errors to the students	1	2	3	4	5
2. WITH THE PARENT					
a. Carrying on a casual conversation	1	2	3	4	5
b. Discussing a child's particular problem	1	2	3	4	5
c. Reporting a child's misdemeanor	1	2	3	4	5
d. Listening to the parent's views	1	2	3	4	5
e. Communicating my philosophy of discipline	1	2	3	4	5
f. Communicating my academic philosophy	1	2	3	4	5
g. Remaining calm during "discussion"	1	2	3	4	5
h. Admitting my faults/errors to the parent(s)	1	2	3	4	5

Of the statements above that you circled 1, 2, or 3, choose the ONE where you would most like to improve, and complete the statements below.

1. I would most like to improve on _____

2. To raise my response by one number in this area, I could _____
_____

3. To assist me in raising my response by one number, I could tap the following resources: _____
_____

4. I know what I should be doing to improve in this area of communication but cannot because:
_____

5. I would like assistance in improving in this area. YES NO

NOTE: You may wish to repeat this exercise for other areas of communication that you feel are weak.

TEACHERS

B. EXPECTATIONS CHECKLIST

To help you examine what you expect of your students, circle the number that most clearly describes your expectations in the areas listed below:

	Strongly Agree				Strongly Disagree
1. Schoolwork assigned to students should be completed during school hours.	1	2	3	4	5
2. Homework should be assigned on a regular basis.	1	2	3	4	5
3. Detentions should be imposed if school-work is not finished.	1	2	3	4	5
4. Teachers should be expected to help students after school.	1	2	3	4	5
5. Behavior problems should be dealt with at school.	1	2	3	4	5
6. Parents should be informed of behavior problems with their children.	1	2	3	4	5
7. Parents should deal with in-school behavior problems at home.	1	2	3	4	5
8. Students, not parents, should be account-able for their actions.	1	2	3	4	5

As a teacher, you may have expectations of your students that the students are not aware of, or that they do not share. Similarly, parents and administrators may not be aware of your expectations of the students.

Compare your responses with those of your administrator (p. 37), the parent(s) of the student (p. 61), and the student (p. 87).

Note any areas where significant disparities exist and discuss them with the people concerned.

TEACHERS

C. ISSUES CHECKLIST

Listed below are some of the issues facing teachers of children in schools today. Read them and circle the appropriate number opposite each one to indicate your reaction **as it relates to the students in your classroom.**

		Serious Issue				Not an Issue
1.	Use of illegal drugs	1	2	3	4	5
2.	Defiant attitude	1	2	3	4	5
3.	Alcohol abuse	1	2	3	4	5
4.	Dishonesty	1	2	3	4	5
5.	Stealing	1	2	3	4	5
6.	Insubordination	1	2	3	4	5
7.	Negative peer pressure	1	2	3	4	5
8.	Lack of initiative and interest	1	2	3	4	5
9.	Lack of trust	1	2	3	4	5
10.	General breakdown of relationships	1	2	3	4	5

Be prepared to compare your responses with responses of the school administration (p. 39), parents (p. 64), and the students (p. 88). Discuss areas where significant disparities show up. Understanding one another's values enables people to cope with problems more effectively.

Choose one of the issues beside which you circled either 1, 2 or 3, and complete the statements below.

I have discussed the issue with the student(s) and/but _____

_____

I have discussed the issue with the student's parents and/but _____

_____

I have discussed the issue with the school administration and/but _____

_____

TEACHERS

D. VALUES CHECKLIST

Values are important. They define us as individuals and determine how we function in society. Listed below are some of the values people consider to be important in their lives. Opposite each one, circle the number that best describes the level of importance that you place on it.

	Very Insignificant				Very Significant
1. Money and financial success	1	2	3	4	5
2. Trustworthiness	1	2	3	4	5
3. Education	1	2	3	4	5
4. Art, music, drama, literature	1	2	3	4	5
5. Friendship	1	2	3	4	5
6. Religion	1	2	3	4	5
7. Unselfishness	1	2	3	4	5
8. Positive relationships	1	2	3	4	5
9. Leisure activities	1	2	3	4	5
10. Basic freedoms	1	2	3	4	5
11. Industriousness (hard-working)	1	2	3	4	5
12. Sports	1	2	3	4	5

Be prepared to compare your responses with the responses of your school administrator(s) (p. 40), the parent(s) of the student(s) (p. 65), and the student(s) (p. 89). Discuss those values in which significant disparities of opinions are indicated. Understanding each other's values enables people to cope with problems more effectively.

TEACHERS

E. STRATEGIES

The following pages include stategies, approaches and activities that are designed to assist teachers in dealing with different kinds of behavior problems. They can be used independently or in consultation with others who are vitally involved in, and/or affected by the problems.

The suggestions listed below are described in detail on the following pages. Not all of them will be appropriate for a particular problem and they should therefore be used selectively.

Behavior Disorders in Schools: A Practical Guide to Identification, Assessment and Correction (1986)

Temper — How To Deal With It

Guidelines For a Successful Parent-Teacher Conference

Teacher-Pupil Relationships

Parents and Teachers — Creating Partnerships

Guidelines for Encouraging and Giving Recognition Appropriately

Ideas for Building Confidence in Children

Preparing Effective Rules

General Classroom Discipline

Student Classroom Behavior

Translating Personal Qualities Into Expectations

Social Skills Inventory

Learning Styles and Teaching Strategies

Principles of the Classroom Environment Management

What Do Teachers Expect of Students

BEHAVIOR DISORDERS IN SCHOOLS: A PRACTICAL GUIDE TO IDENTIFICATION, ASSESSMENT AND CORRECTION (1986) (ALBERTA EDUCATION)*

This manual is intended to serve as a practical resource document to the classroom teacher who is usually the primary agent in the prevention, identification, assessment and correction of behavior disorders. It is also intended to provide a conceptual framework where behavior disorders arise out of conflict situations.

Section III of the manual suggests the following strategies to assist teachers in dealing with behavior disorders in the classrooms. Persons dealing with students with behavior problems should examine the manual for more specific details and suggestions.

Prevention:

- through stress reduction
- through competency training
- through affective education
- through teacher effectiveness training

Strategies for Severe Behavior Disorders:

- positive reinforcement for situations
- differential reinforcement
- response cost
- voluntary time-out to teach self-control
- managing temper tantrums

Selection and Implementation of Classroom Strategies.

* This document is available from the Learning Resources Distributing Centre.

TEMPER — HOW TO DEAL WITH IT

Helping a student develop intrinsic control is much more helpful than having the teacher exert external control. Helping a student learn to control his/her temper, although time-consuming and emotionally draining for the teacher, can in the end reap dividends for the student and for the teacher. NOTE: Students with severe tantrum problems should be referred to persons with expertise in dealing with them.

1. The pupil must learn through private talks with the counsellor or teacher that he/she can control his/her behavior. The student must believe it is within his/her control. Remind the student of previous times when he/she has had success.

2. Help the student learn how to participate in an argument. Help build up the student's self-esteem so that arguments are not so threatening. Role play an argument and have the class discuss it.

3. Reflect with the pupil about the bodily signs just before an inappropriate angry outburst, for example, heart pounding, tense muscles, light headedness. Once the student recognizes his own clues, encourage him/her to have an alternate plan that will help him/her remain calm. The student can usually come up with better ones than the teacher, for example, crossing fingers behind back, counting to 10, deep breathing.

4. The student may benefit from listing his/her concerns into a tape recorder or video tape and then deciding later whether or not to share them. When the student is calmer, he/she could write a letter expressing his/her concerns.

5. Through role playing, encourage the pupil to see the other person's viewpoint.

6. Pent-up energy may need to be released. Channel the hostile feelings into physical activities.

7. Encourage the student to talk to someone about his/her frustrations and disappointments, a close friend, parent or counsellor.

8. Encourage the student to pat himself/herself on the back for successfully controlling a potential temper tantrum.

GUIDELINES FOR A SUCCESSFUL PARENT-TEACHER CONFERENCE

Parent-teacher conferences are often seen as confrontation sessions. If prepared for and conducted properly, they can be effective avenues for creating partnerships and solving problems.

The guidelines below are intended to assist the teacher in this regard:

- BEGIN WITH A POSITIVE STATEMENT
  - e.g., "Julie gets along well with her peers."
- CHOOSE A NON-THREATENING ENVIRONMENT
  - e.g., Sitting around a table in a secluded part of a cafeteria is less threatening than sitting near a desk in the administrator's office.
- LISTEN ACTIVELY
  - e.g., Empathize with parents. Accept their feelings (for example, "You seem to feel frustrated when Julie doesn't listen.")
- ESTABLISH A PARTNERSHIP AND DEVELOP A WORKABLE BEHAVIOR PLAN.
  - e.g., Establish what the home and the school will do.
- PLAN FOLLOW-UP CONTACTS
  - e.g., Notes or phone calls to share successes keep parents informed before problems develop.
- END WITH A POSITIVE STATEMENT
  - e.g., "Mr. and Mrs. Jones, we really appreciate your taking extra time to come to the school."

TEACHER-PUPIL RELATIONSHIPS

Key to the creation of an effective school climate is the positive relationship between the teacher and the student. Circle the numbers that most appropriately reflect **your** relationship with **your** student regarding the following:

		Needs Much Improvement				Not a Problem
1.	Courtesy	1	2	3	4	5
2.	Tact	1	2	3	4	5
3.	Flexibility	1	2	3	4	5
4.	Empathy	1	2	3	4	5
5.	Sympathy	1	2	3	4	5
6.	Frankness	1	2	3	4	5
7.	Cheerfulness	1	2	3	4	5
8.	Fairness	1	2	3	4	5
9.	Reasonableness in treatment of student	1	2	3	4	5
10.	Enthusiasm	1	2	3	4	5
11.	Consistency in disciplining student	1	2	3	4	5
12.	Responsiveness to needs	1	2	3	4	5
13.	Warmth	1	2	3	4	5
14.	Encouragement of the student's self-discipline	1	2	3	4	5
15.	Encouragement of creativity	1	2	3	4	5
16.	Encouragement of individuality	1	2	3	4	5
17.	Openness of communications	1	2	3	4	5
18.	Interest in the student's activity	1	2	3	4	5
19.	Respect	1	2	3	4	5

Areas of strength _____

Areas for improvement _____

PARENTS AND TEACHERS — CREATING PARTNERSHIPS

Education is a shared responsibility between the home and the school (as well as other agencies in the community). Neither the teacher nor the parents should view the other as adversaries. The basic goal of creating parent-teacher partnerships is to provide mutual support.

Following is a list of suggestions to assist you in establishing effective parent-teacher partnerships:

1. Foster mutual support; one hour of effective parent contact may be worth many hours of direct student contact.

2. Expect parental guilt, anger, and frustration in its many forms because behavior problems are often seen as "parent caused."

3. Anticipate that the parents may have had difficulties similar to the child's. Coming to school may make them defensive and afraid. Sometimes it's best just to let them vent their frustrations.

4. Try not to push away from your most problematic parent; the most difficult ones are those you need to understand most.

5. Meet early. Meet before there is a crisis. Provide a simple catalog of activities that would constructively involve the parents in their child's education. Consider a basic list with room for individualization.

6. Keep parents informed; monthly newsletters could let them know about classroom rules, reinforcement systems, and special class procedures.

7. Use the phone effectively. Make a home contact card file for each child. Set and publicize a telephone consultation hour for parents. Take time to prepare phone mini-conferences for hard-to-reach parents.

8. Find clear ways to outline progress to parents.

9. Consider a travelling communication book in which the teacher can indicate the homework for the day, tell the parent what to impress upon the student at home regarding the student's school work or behavior. The parent in turn comments on the child's reaction to the homework or school in general. Comments are initialed to indicate that they have been read. Ideally the book is taken to and from school by the student.

10. Consider the possibilities of a parent group to arrange for information nights, sessions on parenting skills, and parent support groups. Discuss levels of school involvement for parents and provide opportunities for contact and mutual understanding.

11. Save some "good-work" papers from the child to show parents the child's best efforts. Build a clear, simple, data base of the child's problem behaviors so you can speak to parents clearly, and unemotionally. The child is not "a problem" but "has problems."

12. Avoid dumping problems on parents; select the ones they can respond to and together develop a plan.

PARENTS AND TEACHERS — CREATING PARTNERSHIPS (CONTD.)

13. Write out the key questions that you wish to have answered to ensure that they are simple, direct, and relevant. Your questions and your listening response to their answers will tell them what areas are safe to talk about.

14. Schedule follow-ups at the time of contact with the parent; don't wait until later.

15. Work with the parents. The parents and the home together are a source of many student incentives.

16. Build up a simple reading list for your parents, listing books that are congruent with your classroom philosophy. Have some they can borrow or have them placed in the school library.

17. Prepare parent volunteers carefully for work in the schools. Orientation sessions to acquaint the parents with the behavior expectations of students and school routines can help. (Some students do not work effectively when their parents are in the same room.)

18. Learn something about community resources for the parents of your students.

GUIDELINES FOR ENCOURAGING AND GIVING RECOGNITION APPROPRIATELY

When used appropriately, teacher attention and encouragement can help reinforce desired behavior in students. It helps students to know that their efforts and progress are seen and appreciated, especially if delivered in natural, genuine language that includes a description of the specific behavior being recognized.

1. Encouragement and recognition should be simple and direct. e.g., "That's very good, I never thought of that before," instead of gushy exclamations.

2. Behaviors or accomplishments being recognized should be specified. Any noteworthy effort, care or perseverance should be recognized: "Good! You figured it out by yourself. I like the way you stuck with it without giving up." Call attention to new skills to encourage the student and to reinforce the value of the skill: "I notice you've learned to use different kinds of sentences in the composition. They're more interesting to read now. Keep up the good work."

3. Teachers should use a variety of phrases when encouraging students. Phrases that are overused soon become meaningless. They begin to sound insincere and give the impression that the teacher has not really paid much attention to the students.

4. Verbal recognition should be backed with non-verbal communication of approval. Whatever phrase one uses is much more effective when delivered with a smile, a tone communicating appreciation or warmth, or gestures such as a pat on the back. Recognition should specifically reward learning effort: "I'm very pleased with the way you read this morning, especially the way you pronounced the initial consonants, and you read with so much expression. You made the conversation between Karen and Mr. Taylor sound very real. Keep up the good work."

5. Individual students should be encouraged and recognized privately. Recognition in front of the group will embarrass some students and even cause problems with the peer group. Delivering recognition privately helps show the student that the recognition is genuine and not a gimmick used to motivate other students.

IDEAS FOR BUILDING CONFIDENCE IN CHILDREN

1. Schedule some time to relate with each child each week. Use the time to encourage, to recognize growth, or to discuss worries or fears that are of concern to the child.

2. Set up a personal mailbox where students can address notes to the teacher, give feedback on how the day went, share a personal feeling, express a worry, or ask a question.

3. Call students by name, treat them in a respectful manner, notice that they have been absent, and comment favorably on things that are important to them. Demonstrate warmth and a genuine commitment to each individual.

4. Use both classical music and popular songs as vehicles for helping children get in touch with their moods or feelings. Follow up a listening session with a discussion about, for example, their feelings when they started attending a new school, when a pet died, when they lost a friend, or when someone teased them. Use the discussion as a take-off point for writing activities.

5. Invite parents or other members of the community to share their interests, hobbies, or collections as a means of encouraging children to develop their own special interests. Topics might include painting, stamp collecting, the building of model trains, computer use, cooking, sewing, carving, drawing, and ceramic work.

6. Use vocabulary games or activities to build each student's vocabulary of words describing emotions and feelings, such as excited, frustrated, nervous, tense, remorseful, sympathetic, joyous, resentful, hostile, jealous, regretful, morose, vindictive, and unappreciated. Being able to express feelings sometimes relieves the need to take out unexpressed feelings physically.

7. Help parents gain respect for their children in parent conferences. Let parents know of their children's strengths and accomplishments. Since parents have the most significant impact upon children's self-concept, they need evidence of children's strengths and accomplishments.

8. Have each child plan his or her parent's conference with you and conduct a portion of the conference in which the child can present his skills and the areas of growth of which he or she is proud.

9. Bring out the unique gifts and skills of children by planning talent shows, art fairs, or times for sharing collections and hobbies.

10. Invite senior citizens to share their interests and their knowledge of local history with the children. Ask senior citizens to read to the children, or have children read to the senior citizens.

PREPARING EFFECTIVE RULES

School or classroom rules have sometimes been compared to the runway lights at an airport. They serve as guides to ensure safety and the maximum amount of comfort and enjoyment for all concerned.

Rules should be few in number and sufficiently general enough to ensure maximum applicability. They should be specific and clear enough to minimize misinterpretation.

The following questions may assist you in preparing and implementing effective rules.

1. How many classroom rules do you have?
2. Are the rules stated in positive terms?
3. Are your rules in clear behavioral terms?
4. Are the rules posted?
5. Do students have input into developing classroom rules?
6. Are students positively reinforced for following rules?
7. Do you bring up rules only after non-compliance?
8. Do you use non-verbal reminders?
9. Are rules reviewed, when and how often?
10. Are the rules consistently applied?
11. Are other staff members aware of your classroom rules?
12. Do rule infractions have clear consequences? Are these consequences enforceable and consistent?

GENERAL CLASSROOM DISCIPLINE

A teacher's classroom manner can have a significant impact upon the general classroom discipline and the discipline of individual students. Listed below are some suggested ways of improving classroom discipline. Check those areas in which you do well and star (*) those that you feel need improving.

___ 1. Walk down the aisle to the students still talking. This often helps them to stop 'visiting'.

___ 2. Develop a signal which means "Silence, please."

___ 3. Be on the alert. Stop things before they go too far. Know when to ignore.

___ 4. React calmly. Do not overreact. Children soon become teacher deaf.

___ 5. Be polite. Do not invite a power struggle by being commanding.

___ 6. Pay special attention to transition periods. Explain carefully who does what and by when.

___ 7. Communicate expectations clearly.

___ 8. Pace your lessons and make sure they are not too long.

___ 9. Use your voice effectively to keep the room calm.

___ 10. Provide charts of basic information to reduce student anxiety, e.g., timetables.

___ 11. Establish reasonable rules.

___ 12. Decide what types of positive reinforcement are appropriate.

___ 13. Establish appropriate disciplinary consequences.

___ 14. Use humor -- smile and tell jokes.

___ 15. Expect high rates of on-task behavior.

___ 16. Have a high rate of eye contact.

___ 17. Give students responsibility on a graduated basis.

___ 18. Implement routines so that they are predictable and consistent.

___ 19. Remove a student with behavioral difficulties from potential problem areas, e.g., send the student out on an errand.

STUDENT CLASSROOM BEHAVIOR

What five observable behaviors must **YOU** have from your students to effectively teach? (These behaviors could serve as the rules for your class.)

1. _____

2. _____

3. _____

4. _____

5. _____

TRANSLATING PERSONAL QUALITIES INTO EXPECTATIONS

Listed below are ten personal qualities that, if translated into expectations, may have an impact on the atmosphere in the classroom. Consider with the student how each of these qualities might be translated into expectations for the student and teacher. A suggested response is indicated in #1.

	PERSONAL QUALITIES	STUDENT EXPECTATIONS	TEACHER EXPECTATIONS
1.	Dependability	Getting work in on time	Marks back on time
2.	Self-direction	_____	_____
3.	Orderliness	_____	_____
4.	Creativity	_____	_____
5.	Silence	_____	_____
6.	Respect	_____	_____
7.	Humour	_____	_____
8.	Fairness	_____	_____
9.	Productivity	_____	_____
10.	Love	_____	_____

SOCIAL SKILLS INVENTORY

Practising good social skills usually results in a pleasant learning environment. When a student is disruptive, teachers are often at a loss to pinpoint the root of the problem.

Opposite each of the social skills listed below indicate those with which the disruptive student has problems. Have the student do the same on a separate sheet. Choose one skill that you and the student agree is deficient. You and the student each write down one or two ways in which the skill could be improved and contract with the student to improve it.

Following instructions	___	Joining in	___
Saying "Thank you"	___	Dealing with group pressure	___
Giving a compliment	___	Reacting to failure	___
Asking for help	___	Asking permission	___
Apologizing	___	Sharing	___
Completing assignments	___	Helping others	___
Expressing feelings	___	Using self-control	___
Contributing to discussion	___	Responding to teasing	___
Dealing with anger	___	Avoiding trouble	___
Ignoring distractions	___	Staying out of fights	___
Expressing affection	___	Accepting consequences	___
Setting goals	___	Dealing with accusations	___
Showing sportsmanship	___	Negotiating	___
Beginning conversations	___	Accepting "no"	___
Dealing with embarrassment	___	Making decisions	___

LEARNING PREFERENCES AND TEACHING STRATEGIES

Although most students learn using various modalities, some exhibit preferences for specific ones. These can usually be determined by a person knowledgeable in the area of learning preferences. Some behavior problems may develop when teaching strategies are incompatible with the learning preferences of some students. Below are listed some of the strategies that should be employed when teaching to different learning preferences.

The Visual Learner

- Keep visual distractions at a minimum.
- Provide a blank wall for thinking.
- Teach in front of a blank wall.
- Give visual directions.
- Draw a line around individual work items.
- Do demonstrations.
- Use visuals (maps, charts, graphs, keys, legends, number lines).
- Use color coding system, e.g., green dot for Start, red dot for Stop, Math books are blue, Reading books are yellow.

The Auditory Learner

- Keep noise to a minimum, create a quiet work space, use earphones to cut out distractions.
- Allow opportunity to talk through tasks and to give answers orally.
- Use records and tape recorders.
- Give instructions orally.

The Tactile-Kinesthetic Learner

- Use movement exploration activities and manipulatives.
- Intersperse quiet periods with active periods.
- Plan times for mobility, e.g., monitor jobs or messenger.
- Provide calming down period after physical activity.
- Make time frames for activities, e.g., clock, timers, verbal reminders.
- Use many writing activities.

PRINCIPLES OF CLASSROOM ENVIRONMENT MANAGEMENT

The students' surroundings have a significant impact on their behavior. (e.g., A teacher whose desk is untidy can hardly expect the students to have tidy desks or to keep the room neat. Having students walk in front of other students to sharpen pencils or get reference books is distracting and can lead to frustrations.) Following are some physical, behavioral, and social/emotional principles that may assist the teacher in minimizing behavior problems in the classroom.

PHYSICAL ENVIRONMENT

- The arrangement of the room and use of space affects student behavior.
- The physical arrangement of an area provides cues to the student about expected behavior.
- Teacher and student traffic patterns affect student behavior.
- The physical condition of the classroom proclaims the teacher's expectations and values.
- Many physical components affect student comfort and therefore affect behavior (heat, light, noise, colour, smell, and visual stimulation.)
- An effective classroom design increases student learning.

BEHAVIORAL ENVIRONMENT

- Rules and routines, implemented in a consistent manner, create a predictable and safe environment.
- A reasonable number of clear cut enforceable rules generally promote a positive atmosphere.
- Classrooms operated in a rule governed manner, enable increased student learning and decrease teacher stress.

SOCIAL/EMOTIONAL ENVIRONMENT

- Every classroom has a social/emotional climate.
- The teacher can create a positive climate.
- The ever-changing nature of the classroom climate necessitates continual teacher assessment.
- A positive classroom climate builds student self-esteem. This allows greater risk-taking, which increases student learning.

WHAT DO TEACHERS EXPECT OF STUDENTS

It is important for a teacher to have a clear picture of how he/she perceives a student with behavior problems. It is also important for the teacher to know whether the student's perception of himself/herself is similar to that of the teacher. The suggested exercise on pages 31 and 32 may assist in determining whether a significant disparity exists between the expectations of the teacher and a specific student with behavior problems. The follow-up discussion may lead to an improvement in behavior.

A. Complete the Teacher Evaluation of Students sheet on page 31.

B. Have the student that you selected complete the Student Self-Evaluation sheet on page 32.

C. Discuss with the student those responses that suggest significant disparities in perception.

1. Share reasons for the responses.
2. Focus on one or two that should be improved and discuss ways of improving them.
3. Set a date for evaluating progress and possibly improving additional areas.

WHAT DO TEACHERS EXPECT OF STUDENTS
TEACHER EVALUATION OF STUDENTS

Below are listed some responsibilities of students. Circle the number that most appropriately reflects your opinion of how the student is doing in each area.

		Serious Problem				No Problem
1.	Being on time for class	1	2	3	4	5
2.	Doing his/her best work	1	2	3	4	5
3.	Following instructions	1	2	3	4	5
4.	Listening and not disturbing others	1	2	3	4	5
5.	Having school materials ready to work	1	2	3	4	5
6.	Speaking in a pleasant and polite manner	1	2	3	4	5
7.	Respecting the property of others	1	2	3	4	5
8.	Obeying school rules	1	2	3	4	5
9.	Keeping his/her work area clean and tidy	1	2	3	4	5
10.	Remembering his/her homework	1	2	3	4	5
11.	Being honest with students and staff	1	2	3	4	5
12.	Accepting a polite "no" for an answer in some circumstances	1	2	3	4	5

Compare your responses with those of the student (p. 32).

Note any areas where significant disparities exist and discuss them with the student.

WHAT DO TEACHERS EXPECT OF STUDENTS (CONTD.)
STUDENT SELF-EVALUATION

Below are listed some responsibilities of students. Circle the number that most appropriately reflects your opinion of how you are doing in each area.

		Serious Problem				No Problem
1.	Being on time for class	1	2	3	4	5
2.	Doing my best work	1	2	3	4	5
3.	Following instructions	1	2	3	4	5
4.	Listening and not disturbing others	1	2	3	4	5
5.	Having school materials ready to work	1	2	3	4	5
6.	Speaking in a pleasant and polite manner	1	2	3	4	5
7.	Respecting the property of others	1	2	3	4	5
8.	Obeying school rules	1	2	3	4	5
9.	Keeping my work area clean and tidy	1	2	3	4	5
10.	Remembering my homework	1	2	3	4	5
11.	Being honest to students and staff	1	2	3	4	5
12.	Accepting a polite "no" for an answer in some circumstances	1	2	3	4	5

SECTION II:

ADMINISTRATORS

SECTION II: ADMINISTRATORS

INTRODUCTION

It is the responsibility of educational leaders, the school administrators, in cooperation with the teachers and parents, to provide a school climate that supports learning and nurtures the self-esteem of the teachers and students. Behavior disorders among students are among the biggest deterrents to a good school climate.

While many behavior problems can and should be solved in the classroom, the more serious cases require the involvement of the school administrator.

Section II of this document is intended for the use of school personnel, in consultation with school counsellors, psychologists or special educators who are trained to assess and intervene where behavior problems are suspected (in their interactions with administrators of schools in which there are students with behavior problems). It is intended to:

- help administrators assess their opinions regarding communications, expectations, issues and values as these relate to the school;
- compare the administrators' opinions with those of the teachers in the school;
- help the administrators to improve in areas of weakness;
- help the administrators to better understand the teachers in the school;
- help the administrators to better understand the students and the parents;
- help the administrators to establish a physical and emotional environment that is conducive to learning.

NOTE: Administrators should not view this manual as an evaluation of their qualifications as administrators, but as a means of arriving at possible solutions to the problems confronting them in their schools.

Section II includes:

A. Communication Skills Checklist
B. Expectations Checklist
C. Issues Checklist
D. Values Checklist
E. Strategies

ADMINISTRATORS

A. COMMUNICATION SKILLS CHECKLIST

Circle the number that most closely describes your perception. This may help you assess your areas of strength in communicating with the teachers and students in your school.

		Very Inadequate				Very Adequate
a.	The number of staff meetings that I call is	1	2	3	4	5
b.	The number of times that I meet with staff members individually is	1	2	3	4	5
c.	My ability to interact with staff members informally is	1	2	3	4	5
d.	My ability to accept suggestions from staff members regarding the administration of the school is	1	2	3	4	5
e.	My ability to conduct staff meetings so that staff members have the opportunity to express opinions and raise issues is	1	2	3	4	5
f.	My ability to gain the support of the staff in effecting changes in school is	1	2	3	4	5
g.	My ability to chat informally with students is	1	2	3	4	5
h.	My ability to listen to the concerns and problems of students is	1	2	3	4	5
i.	My ability to enforce rules without being overbearing is	1	2	3	4	5
j.	My ability to interact informally with the parents of students is	1	2	3	4	5
k.	My ability to discuss problems with students' parents is	1	2	3	4	5
l.	My ability to communicate my school philosophy with the parents is	1	2	3	4	5

Note: You may wish to have someone on your staff complete this form expressing his/her opinions about you, and compare responses.

ADMINISTRATORS

B-1 EXPECTATIONS CHECKLIST

To help you examine what you expect of teachers, circle the number that most clearly describes your expectations.

	Strongly Agree				Strongly Disagree
1. Schoolwork assigned to students should be completed during school hours.	1	2	3	4	5
2. Homework should be assigned on a regular basis.	1	2	3	4	5
3. Detentions should be imposed if schoolwork is not finished.	1	2	3	4	5
4. Teachers should be expected to help students after school.	1	2	3	4	5
5. Behavior problems should be dealt with in school.	1	2	3	4	5
6. Parents should be informed of behavior problems with their children.	1	2	3	4	5
7. Parents should deal with in-school behavior problems at home.	1	2	3	4	5
8. Students, not parents, should be accountable for their actions.	1	2	3	4	5

As an administrator, you may have expectations of your teachers that the teachers are not aware of, or that they do not share. Similarly, parents and the students may not be aware of your views.

Compare your responses with those of the teachers (p. 11), the parents (p. 61) and the student (p. 87).

Note any areas where significant disparities exist and discuss them with the people concerned.

ADMINISTRATORS

B-2 EXPECTATIONS CHECKLIST

To assist you in examining your expectations and how these compare with the expectations of the other important people in the students' lives, circle the number that best describes your expectations. As an administrator, you may have expectations of your teachers that the teachers are not aware of, or do not agree with. Similarly, you may not be aware of the expectations that the others have of you as an administrator.

	Strongly Agree				Strongly Disagree
1. Discipline cases should be dealt with in the classroom and not involve the administration except in extreme cases.	1	2	3	4	5
2. Administrators should be informed of all discipline cases dealt with by teachers.	1	2	3	4	5
3. All discipline cases should be referred to the administration to deal with.	1	2	3	4	5
4. Teachers should inform the parents of all disciplinary cases in which their child is involved.	1	2	3	4	5
5. Administrators, and not teachers, should inform and deal with the parents of students being disciplined.	1	2	3	4	5
6. Students, not parents, should be responsible for their actions regarding the violation of school rules.	1	2	3	4	5
7. Administrators should support the disciplinary actions of the teacher unless the teacher is in direct violation of school policy.	1	2	3	4	5
8. School rules should be comprehensive enough so that individual classroom rules are not necessary or desirable.	1	2	3	4	5
9. School rules should state general expectations which should be supplemented with more specific classroom rules.	1	2	3	4	5

Have your staff members complete the above form. Compare your responses with theirs. Discuss the results at a staff meeting.

ADMINISTRATORS

C. ISSUES CHECKLIST

Listed below are some of the issues facing administrators in schools today. Circle the appropriate number opposite each issue to indicate your reaction **as it relates to your school.**

		Serious Issue				Not an Issue
1.	Use of illegal drugs	1	2	3	4	5
2.	Defiant attitude	1	2	3	4	5
3.	Alcohol abuse	1	2	3	4	5
4.	Dishonesty	1	2	3	4	5
5.	Stealing	1	2	3	4	5
6.	Insubordination	1	2	3	4	5
7.	Negative peer pressure	1	2	3	4	5
8.	Lack of initiative and interest	1	2	3	4	5
9.	Lack of trust	1	2	3	4	5
10.	General breakdown of relationships	1	2	3	4	5

Be prepared to compare your responses with those of the teachers (p. 12), the parents (p. 64), and the student(s) (p. 88), and to discuss areas where significant disparities show up. Understanding one another's values enables people to cope with problems more effectively.

Choose ONE of the issues beside which you circled 1, 2 or 3, and complete the statements below.

1. The issue that requires the most urgent attention is # _____.

2. To raise my response in this area I could _____

_____

3. To assist me in raising my response by one number in this area I could tap the following resources:

_____

_____

4. I know what I should be doing to address the issue but cannot because _____

_____

_____

5. I would like assistance in this area. YES NO

NOTE: You may wish to repeat this exercise for other issues that need to be addressed.

ADMINISTRATORS

D. VALUES CHECKLIST

Values are important. They define us as individuals and determine how we function in society. Listed below are some of the values people consider to be important in their lives. Opposite each one, circle the number that best describes the level of importance that you place on it as it relates to the students in your school.

		Very Insignificant				Very Significant
1.	Money and financial success	1	2	3	4	5
2.	Trustworthiness	1	2	3	4	5
3.	Getting an education	1	2	3	4	5
4.	Art, music, drama, literature	1	2	3	4	5
5.	Friendship	1	2	3	4	5
6.	Religion	1	2	3	4	5
7.	Unselfishness	1	2	3	4	5
8.	Positive relationships	1	2	3	4	5
9.	Leisure activities	1	2	3	4	5
10.	Basic freedoms	1	2	3	4	5
11.	Industriousness (hard-working)	1	2	3	4	5
12.	Sports	1	2	3	4	5

Be prepared to compare your responses with the responses by individual teachers (p. 13), the parents of the students (p. 65) that are causing you concern, or the students themselves (p. 89). Discuss areas where significant disparities show up. Understanding one another's values enables people to cope with problems more effectively.

ADMINISTRATORS

E. STRATEGIES

The following pages include strategies, approaches and activities that are designed to assist school administrators in dealing with different kinds of behavior problems. They can be used independently or in consultation with others who are vitally involved in, and/or affected by the problem.

The suggestions listed below are described in detail on the following pages. They are listed in random order. Not all of them will be appropriate for a particular problem and should therefore be used selectively.

How To Reduce Teacher Stress

Helping Teachers Program for the Difficult Students

Developing a Preventative Discipline Program

Creating a School Philosophy

Discipline is Everybody's Business

Suggestions for Working With Parents

Discipline — The Responsibilities of Administrators

Dealing With Students — Tips for Administrators

Classroom Environments

Classroom Organization Survey

Classroom Organization Survey (Administrator Copy)

Classroom Organization Survey (Teacher Copy)

HOW TO REDUCE TEACHER STRESS

Effective administrators can do a lot to relieve teacher burn-out. With discipline problems on the increase, it is very important to work proactively to keep stress levels down.

Use the following worksheet in one or more of the following ways:

1. Check off those you do well.
   Star those you want to work on.

2. Give it to your staff members and:
   - ask them which are most important to them.
   - ask them to indicate which they perceive that you do best.

3. Rank order the items according to how important you feel they are in reducing stress in teachers.

____ Being predictable. (Especially appreciated in dealing with disciplinary actions.)

____ Scheduling visits. Showing ongoing interest so a visit is not equated with a problem. (Visits can result in relationships that offer security, so the teacher can discuss troublesome areas.)

____ Providing demonstration teaching. If there is trust between administrator and teacher, then demonstrating strategies for discipline procedures shows caring and sharing of responsibility.

____ Following up on staff requests. If you can't do it immediately then let them know a specific time when you can.

____ Providing recognition to staff. This can be done at staff meetings, sending cards/notes, and so on.

____ Developing clear, decisive guidelines for disciplinary action. This is most effective when everyone has been involved.

____ Encouraging and setting up a support system for teachers.

____ Organizing a meaningful staff development program with input from staff.

____ Offering to become a buffer between teachers and certain parents.

____ Protecting teachers from impossible tasks and expectations.

____ _____

____ _____

HELPING TEACHERS PROGRAM
FOR THE DIFFICULT STUDENTS

It can be difficult for administrators to know when to step in and help the teacher deal with behavior problems. Timing can be very important. This is generally different for each teacher. Therefore, just as interventions work best for the teachers who have established positive rapport with their students, interventions work best for the principals who have made it a priority to establish positive rapport with their teachers.

Some suggestions that have proven successful:

1. Provide inservice opportunities for:
   - full school staff on professional day
   - individual teachers to attend conferences.

2. Have teachers share their most effective strategies at staff meetings.

3. Provide a supervised time out area.

4. Bring in consultants to speak with teachers.

5. Work with teachers, parents, and students to develop a behavior plan.

6. Drop into classrooms as a support - and possibly give teachers a break.

7. Have a case conference with the student and teacher, psychologist, speech therapist and others.

8. Arrange for visits with individual teachers. Be a good listener and encourager.

9. Other _____

_____

DEVELOPING A PREVENTATIVE DISCIPLINE PROGRAM

A preventative discipline program creates a safe, predictable environment in which students can learn self-discipline.

1. Determine the difference between "what is" and "what should be" in the behavior of:

   - students
   - teachers
   - administrators.

2. Develop, with representation from the above groups and the school council, a school philosophy, objectives and goals, and various ways to achieve these.

   Draw up a list of:

   - rights of students, parents, teachers, administrators
   - responsibilities of students, parents, teachers, administrators
   - prohibited behaviors of students, parents, teachers, administrators
   - consequences of infractions (with a good "fit" between infractions and consequences).

3. Have a committee look at intervention strategies to:

   - assist in resolving the causes of misbehavior
   - implement conflict management and problem-solving techniques.

4. Have available alternatives to out-of-school suspensions:

   - time out programs
   - in-school suspension programs
   - non-school hours programs
   - demerit system
   - conference call system
   - counselling programs (individual and small group)
   - behavior contracts
   - alternate programs within the school.

5. Communicate the discipline guidelines:

   - in the student handbook
   - at parent meetings
   - in newsletters
   - at student assemblies.

CREATING A SCHOOL PHILOSOPHY

It is important that all staff members become involved in the development and implementation of the school philosophy. Only in this way will it have personal meaning and significance.

Consider the following questions when planning and preparing a school philosophy.

- Have staff members had an opportunity to discuss their values and beliefs?
- Are the individuals on your staff ready and able to contribute to the development of a school philosophy?
- Have you discussed how parents are a part of the school community?
- Have you considered how staff members interact with each other?
- Have you thought about the way the school program is organized?
- Have staff members shared their views on various teaching strategies?
- What is the curriculum emphasis in your school?
- How does the staff define education?
- Have the staff development activities been selected?
- Is there a standard student reporting process?
- What does the staff believe about change?
- Are there certain traditions that need to be respected?
- Other considerations:

_____

_____

DISCIPLINE IS EVERYBODY'S BUSINESS

The administration and staff must strive for consensus on discipline. They could do so by:

- Looking at well documented research
- Defining discipline
- Determining the purpose of discipline
- Considering whether, and/or how the school can fill the gaps where the home is inadequate
- Considering the effects of peers on behavior adjustment
- Determining the position of social service agencies in assisting with appropriate discipline
- Discussing the extent to which curriculum influences behavior
- Discussing how adult behavior impacts on student behavior
- Striving for consensus in discipline implementation procedures.

SUGGESTIONS FOR WORKING WITH PARENTS

- One basic goal of parent contact is to foster mutual support. One hour of effective parent contact may be worth many hours of direct student contact.

- Behavior problems are often seen as "parent-caused," so expect parental guilt, anger, and frustration in its many forms.

- Anticipate that the parents may have difficulties similar to the child's. Coming to school may make them defensive and afraid. Sometimes it's best just to let them vent their frustrations.

- Disturbed parents can be dangerous both to you and to the child.

- Try not to push away from your most problematic parent; the most difficult ones are the ones you need to understand most.

- Meet early! Meet before there is a crisis. Provide a simple catalog of activities that would constructively involve the parents in their child's education. Consider a basic list with room for individualization.

- The most basic involvement with parents is simply keeping them informed through monthly "schoolgrams," classroom rules and sanctions, reinforcement systems, and special class procedures.

- Use the phone effectively. Make a home contact card file for each child. Set and publicize a telephone consultation hour for parents. Take time to prepare phone mini-conferences for hard-to-reach parents.

- Find effective ways to outline progress to parents.

- Consider the possibilities of a parent group to organize information nights, sessions on parenting skills and parent support groups; discuss levels of school involvement for parents and provide opportunities for simple contact and mutual understanding.

DISCIPLINE —
THE RESPONSIBILITIES OF ADMINISTRATORS

The administrator of a school has a very important role to play in ensuring that a strong but fair discipline policy is in place. A sound discipline policy should include:

- written discipline procedures and consequences for misbehavior
- curriculum that assists in the proper placement of students
- an established discipline philosophy to guide action
- a process to review cases of students who exhibit chronic problem behavior, the purpose being to share information and insights and recommend alternative strategies
- open lines of communication between teachers and parents
- an effective counselling program for students from broken homes, or homes involved with alcohol problems
- procedures to deal effectively with drug and alcohol problems
- a secure and safe environment
- private conferences with students and teachers
- opportunities to recognize students for doing good deeds and praise them by reinforcing their good behavior
- opportunities for students to demonstrate self-discipline and exhibit responsibility
- enforcement of the school guidelines
- opportunities for legitimate involvement of students in decisions that affect them
- an atmosphere of helping the students achieve their goals
- no threats that will not or cannot be enforced
- a plan for building and maintaining morale.

DEALING WITH STUDENTS — TIPS FOR ADMINISTRATORS

1. Be prepared to listen to the students' side of the story. If you are not prepared to listen then don't ask the students what happened. If you don't listen it will be one-sided as far as students are concerned and they will respond accordingly. There will be no change in their attitude as their energy will be channeled into their need to defend themselves.

2. In a caring way, and in a manner appropriate to the ages of the students, discuss the real or possible consequences of their behavior. Be genuine, kids can spot a phony. Discuss or brainstorm alternatives available to the students.

3. Be aware of the students' background. Many of these students have experienced rejection, family crises, and abuse and as a result are angry and confused. You can be far more effective in your guiding when you approach the students with empathy yet firm consequences.

4. Try not to shame or embarrass students or make them feel guilty. These actions only serve to lower their sense of self-worth which is what often fuels the misbehavior in the first place.

5. Try to involve troubled students in school activities where they will experience success. Then make sure they are aware you noticed their success. Help the students develop more positive self-images.

6. Try not to enter into power struggles with students. If you feel your anger rising, do what you would suggest to students. Remove yourself from the situation and deal with the situation when you feel calmer.

7. Try to solve problems with the parents whenever applicable.

8. Administer discipline privately insofar as possible. Show the same respect to students as you do to teachers.

9. Remember, the goal is for students to develop acceptable behavior.

CLASSROOM ENVIRONMENTS

Time on task is one of the most powerful predictors of achievement. All of the physical components listed below may impact, to a greater or lesser degree, on the amount of time on task demonstrated by a given student and may affect his/her behavior. The students desks may, for example, be too close together for a student who is easily distracted and the option of such a student using a study carrel might be an answer.

Examine the environmental components listed below. Determine which, if any, may be the reason(s) for the reduction of the time on task of a student exhibiting a behavior problem. Teachers may wish to seek the assistance of a colleague or administrator in this.

A. The arrangement of the furniture and the use of the space in the classroom affects student behavior.

- Student desks - spacing, orientation, time in use, size
- Teacher's desk - placement, use
- Study booths - no distractions but isolating
- Time out space - not for teaching
- Group and individual learning centres
- Relaxation space
- Filing and storage space
- Movable dividers, blackboards spacers to modify space.

B. Student and teacher traffic patterns affect student behavior.

- Path to exits
- Teacher's instruction positions
- Ease of teacher mobility
- Path to pencil sharpener.

C. Noise patterns, temperature, and lighting, both natural and artificial, affect student behavior.

D. Visual factors affect student behavior.

- location and lighting on blackboards
- classroom displays and decorations
- orientation to windows, doors, walls
- clean wall for visual "rest"
- visual displays for order, predictability and orientation
- visual displays for basic facts to reduce student anxiety.

E. Orderly, tidy, achievement-oriented conditions affect student behavior.

- rules, routines and rituals
- student and teacher filing systems
- appearance of the room
- condition of equipment.

Time on task is one of the most powerful predictors of achievement. All of the above physical components could be adjusted with the aim of increasing students' time on tasks.

CLASSROOM ORGANIZATION SURVEY

There probably is no one absolute definition of school philosophy. Generally, school philosophy is a set of beliefs or principles which gives direction to a school. That is, it defines why we do what we do. It is what drives the school's procedures and operations.

The development of a school philosophy is a process. Unless it is consciously and formally developed, it will evolve and simply be a function of the actions and practices of the staff and administration in the school. In order to develop a group commitment to a constructive philosophy, the principal must:

- know what his/her own school philosophy is
- know what the individual teacher's views are
- forge a consensus among teachers and between the staff and administration regarding a school philosophy.

The attached forms may serve as the beginning of this process. Principals may use them as follows:

1. Complete the ADMINISTRATION section of the attached survey form.

2. Ask staff members to complete the TEACHER section of the form.

3. Discuss those responses that indicate significant divergences of opinions with a view of arriving at a consensus.

CLASSROOM ORGANIZATION SURVEY
(ADMINISTRATOR COPY)

Discipline problems can often be solved if a third person is asked to assess what is happening in the classroom and discuss his/her perceptions with the teacher(s) concerned.

Having observed the teacher in his/her classroom, complete the following statements and:

- ask the teacher to complete his/her Classroom Organization Survey form
- compare your results with those completed by the teacher
- discuss those areas where the responses indicate significant disparity of perception
- brainstorm on ways of improving those areas that both the teacher and the administrator feel need improving.

Rate the following statements as:

1 EX = (Excellent)
2 S = (Satisfactory)
3 U = (Unsatisfactory)

The extent to which the teacher:

		EX	S	U
1.	maintains consistent expectations of student behavior is	1	2	3
2.	makes clear to the class the standards of student behavior is	1	2	3
3.	makes clear to the class the objectives and procedures for evaluating is	1	2	3
4.	encourages self-discipline is	1	2	3
5.	copes with classroom disruptions in a positive manner is	1	2	3
6.	arranges or rearranges the seating plans to avoid discipline problems is	1	2	3
7.	resolves his/her own classroom discipline problems whenever possible, without exclusions from the classroom is	1	2	3
8.	controls digressions in a lesson is	1	2	3
9.	seeks help from administrators for his/her serious or potentially serious discipline problems is	1	2	3

CLASSROOM ORGANIZATION SURVEY (CONTD.)
(ADMINISTRATOR COPY)

	EX	S	U
10. maintains an up-to-date plan book and seating plans for the use of substitutes is ...	1	2	3
11. has developed effective routes for dealing with:	1	2	3
a) attendance is	1	2	3
b) lates is	1	2	3
c) excusing students from the classroom is	1	2	3
d) collection, distribution and correction of assignments	1	2	3
e) distribution of supplies and equipment is	1	2	3
12. is attentive to the physical condition in his/her classroom is	1	2	3
13. controls the use of emotional outbursts to maintain discipline is	1	2	3
14. completes required forms accurately and on time is	1	2	3
15. ensures that students receive the total instructional time to which they are ..... entitled by:			
a) starting classes on time is	1	2	3
b) maintaining close supervision is.....	1	2	3
c) avoiding early dismissals is	1	2	3
16. safeguards the health and safety of the students is	1	2	3

STRENGTHS:

AREAS FOR IMPROVEMENT:

Reprinted with permission from:
Cooperative Assessment: A Manual for Teachers, Alberta Teachers' Association, 1989.

CLASSROOM ORGANIZATION SURVEY
(TEACHER COPY)

Discipline problems can often be solved if a third person is asked to assess what is happening in the classroom and discuss his/her perceptions with the teacher(s) concerned.

Complete the following statements and:

- compare your results with those completed by the administrator
- discuss those areas where the responses indicate significant disparity of perception
- brainstorm on ways of improving those areas that both the teacher and the administrator feel need improving.

Rate the following statements as:

1 EX = (Excellent)
2 S = (Satisfactory)
3 U = (Unsatisfactory)

As a teacher, the extent to which I:

		EX	S	U
1.	maintain consistent expectations of student behavior is	1	2	3
2.	make clear to the class my standards of student behavior is	1	2	3
3.	make clear to the class my objectives and procedures for evaluating is	1	2	3
4.	encourage self-discipline is	1	2	3
5.	cope with classroom disruptions in a positive manner is	1	2	3
6.	arrange or rearrange my seating plans to avoid discipline problems is	1	2	3
7.	resolve my own classroom discipline problems whenever possible, without exclusions front the classroom is	1	2	3
8.	control digressions in a lesson is	1	2	3
9.	seek help from administrators for my serious or potentially serious discipline problems is	1	2	3

CLASSROOM ORGANIZATION SURVEY (CONTD.)
(TEACHER COPY)

	EX	S	U
10. maintain an up-to-date plan book and seating plans for the use of substitutes is	1	2	3
11. have developed effective routes for dealing with:			
a) attendance is	1	2	3
b) lates is	1	2	3
c) excusing students from the classroom is	1	2	3
d) collection, distribution and correction of assignments is	1	2	3
e) distribution of supplies and equipment is	1	2	3
12. am attentive to the physical condition in my classroom is	1	2	3
13. control my use of emotional outbursts to maintain discipline is	1	2	3
14. complete required forms accurately and on time is	1	2	3
15. ensure that students receive the total instructional time to which they are entitled by:			
a) starting classes on time is	1	2	3
b) maintaining close supervision is.....	1	2	3
c) avoiding early dismissals is	1	2	3
16. safeguard the health and safety of my students is	1	2	3

STRENGTHS:

AREAS FOR IMPROVEMENT:

Reprinted with permission from:
School and Program Evaluation: A Manual for Teachers, Alberta Teachers' Association, 1989.

SECTION III:

PARENTS

SECTION III: PARENTS

INTRODUCTION

Every day parents encounter situations that require thought, opinions, decisions and actions regarding their children. Some of these situations are familiar to parents; they experienced them in their families when they were children. Others are new and appear, at least on the surface, to be much more complex and serious. The burden of providing for the family, the impact of increased community influences and demands, and the stress brought on by a competitive economy may not allow much time for reflection on what is happening to the children. In their concern for what their children are **doing**, parents may neglect to maintain proper channels of communication with their children, to know what they are **thinking**, and to learn of their **aspirations**, their **concerns** and their **struggles**. They may have neither the time nor the energy to acquaint themselves with what is happening to their children in the school, who their friends are, or what their goals are.

Section III of this document is intended for the use of school personnel, in consultation with school counsellors, psychologists or special educators who are trained to assess and intervene where behavior problems are suspected (in their interactions with parents of children with behavior problems). It is intended to.

- help the parent assess his/her own opinions on communication, expectations, issues, and values;
- help the parent discover his/her child's opinions on communication, expectations, issues and values;
- help the parent to improve in the areas of recognized weaknesses;
- help the school personnel to better understand and help the child to learn.

Parents should not view this document as an evaluation of their qualifications as parents, but as a means of arriving at possible solutions to the problems their children are having.

Section III includes:

A. Communication Skills Checklist
B. Expectations Checklist
C. Issues Checklist
D. Values Checklist
E. Strategies

PARENTS

A. COMMUNICATION SKILLS CHECKLIST

Circle the number that most closely describes your perception. This may help you assess your areas of strength in communicating with your child and his/her teacher(s), and your interest in improving on some areas.

		Very Difficult				Very Easy
1.	COMMUNICATION WITH YOUR CHILD					
a.	Carrying on a casual conversation	1	2	3	4	5
b.	Carrying on a formal conversation	1	2	3	4	5
c.	Discussing an issue	1	2	3	4	5
d.	Expressing my deep feelings	1	2	3	4	5
e.	Discovering my child's feelings	1	2	3	4	5
f.	Listening to my child	1	2	3	4	5
g.	Remaining calm during discussions	1	2	3	4	5
h.	Admitting my faults/errors to my child	1	2	3	4	5
2.	COMMUNICATION WITH YOUR CHILD'S TEACHER(S)					
a.	Carrying on a casual conversation	1	2	3	4	5
b.	Attending a parent-teacher interview	1	2	3	4	5
c.	Discussing the teacher's action	1	2	3	4	5
d.	Discussing my child's behavior	1	2	3	4	5
e.	Communicating my philosophy of discipline	1	2	3	4	5
f.	Discussing my child's academic performance	1	2	3	4	5
g.	Remaining calm during discussions	1	2	3	4	5
h.	Admitting my faults/errors to the teacher	1	2	3	4	5

Examine the statements above beside which you circled 1, 2, or 3. Choose the ONE that you would most like to improve, and complete the statements below.

1. I would most like to improve on _____.

2. To raise my response by one number in this area I could:
_____.

3. To assist me in raising my response by one number I could tap the following resources:
_____.

4. I know what I should be doing to improve this area of communication but cannot because:
_____.

5. I would like assistance in improving in this area.
   a. Yes b. No

NOTE: You may wish to repeat this exercise for other areas of communication.

PARENTS

B-1 EXPECTATIONS CHECKLIST

To help you examine what you expect of your child's school, circle the number that most clearly describes your expectations.

	Strongly Agree				Strongly Disagree
1. Schoolwork assigned to students should be completed during school hours.	1	2	3	4	5
2. Homework should be assigned on a regular basis.	1	2	3	4	5
3. Detentions should be imposed if school-work is not finished.	1	2	3	4	5
4. Teachers should be expected to help students after school.	1	2	3	4	5
5. Behavior problems should be dealt with at school.	1	2	3	4	5
6. Parents should be informed of behavior problems with their children.	1	2	3	4	5
7. Parents should deal with behavior problems at home.	1	2	3	4	5
8. Students, not parents, should be account-able for their actions.	1	2	3	4	5

As parents, you may have expectations of your children's schools that the child is not aware of or that he/she does not share. Similarly, you may not be aware of the expectations that the school has of your child or of you.

Compare your responses with those of the teacher (p. 11), the administrator (p. 37) and your child (p. 87).

Note any areas where significant disparities exist and discuss them with the people concerned.

PARENTS

B-2 EXPECTATIONS CHECKLIST

To assist you in examining your expectations of your child and how these compare with the expectations that other important people have of your child, circle the numbers that most clearly describe your expectations. As parents, you may have expectations of your children that the children are not aware of, or that they do not share. Similarly, teachers may not be aware of your expectations of your children.

1. MY/OUR EXPECTATIONS OF MY/OUR CHILD

		Not Important				Very Important
a.	To be an A student	1	2	3	4	5
b.	To excel in sports	1	2	3	4	5
c.	To become an avid reader	1	2	3	4	5
d.	To learn to appreciate the arts	1	2	3	4	5
e.	To complete high school	1	2	3	4	5
f.	To go to university or college	1	2	3	4	5
g.	To subscribe to my values.	1	2	3	4	5

Circle YES or NO in response to each of the following statements:

a. My spouse and I agree on the behavioral expectations we have of our child. YES NO

b. I/we have clearly communicated these expectations to my/our child. YES NO

c. My spouse and I agree on the academic expectations we have of our child. YES NO

d. My/our child is aware of my/our academic expectations of him/her. YES NO

e. I/we permit my/our child to make decisions and live with the consequences. YES NO

f. I/we set the behavioral limits in the home and expect the child to comply with them. YES NO

g. I/we assign responsibilities to my/our child and ensure that they are carried out. YES NO

Regarding expectations, as they relate to my/our child, the biggest problem seems to be:

_____

2. MY/OUR EXPECTATIONS OF MY/OUR CHILD'S TEACHER(S)

Circle YES or NO in response to each of the following statements:

I/we expect the teacher(s) to:

a. Insist that all the work is completed at school and no assignments are sent home. YES NO

b. Assign homework on a regular basis. YES NO

c. Require the child to serve detentions for not finishing work. YES NO

d. Require the child to serve detentions for violating rules. YES NO

e. Deal with the child's behavior problems in school. YES NO

f. Inform me/us of behavior problems so that they can be dealt with at home. YES NO

g. Phone me/us on a regular basis so that I/we know how the child is doing in school. YES NO

h. Make the child accountable for his/her actions and not involve the parents. YES NO

• • • • • • • • • • •

I/we have discussed my/our expectations with the child's teachers. YES NO

I/we are satisfied that the teacher's expectations are similar to mine/ours. YES NO

My/our child knows that I/we and the teacher(s) agree on the behavioral and academic expectations. YES NO

Regarding expectations, as they relate to my/our child's teacher, the biggest problem seems to be:

_____

_____

_____

PARENTS

C. ISSUES CHECKLIST

NOTE TO COUNSELLORS: Discuss this page with the parent(s) and provide assistance as needed in completing it.

Listed below are some of the issues facing parents with children today. Circle the appropriate number opposite each issue to indicate your reaction **as it relates to your child.**

		Serious Issue				Not an Issue
1.	Use of illegal drugs	1	2	3	4	5
2.	Defiant attitude	1	2	3	4	5
3.	Alcohol abuse	1	2	3	4	5
4.	Dishonesty	1	2	3	4	5
5.	Stealing	1	2	3	4	5
6.	Insubordination	1	2	3	4	5
7.	Negative peer pressure	1	2	3	4	5
8.	Lack of initiative and interest	1	2	3	4	5
9.	Lack of trust	1	2	3	4	5
10.	General breakdown of relationships	1	2	3	4	5

Be prepared to compare your responses with those of the teacher(s) (p. 12), administrators (p. 39) and your child (p. 88). Discuss areas where significant disparities show up. Understanding one another's values enables people to cope with problems more effectively.

Choose ONE of the issues beside which your circled either 1, 2, or 3, and complete the statements below:

I/we have discussed the issue with my/our child and/but _____

_____

_____

I/we would like to receive assistance in dealing with the issue but _____

_____

_____

PARENTS

D. VALUES CHECKLIST

NOTE TO COUNSELLORS: Discuss this page with the parent(s) and provide assistance as needed in completing it.

Values are important. They define us as individuals and determine how we function in society. Listed below are some of the values people consider to be important in their lives. Opposite each one, circle the number that best describes the level of importance that you place on it.

MY VALUES AS A PARENT

	Very Insignificant				Very Significant
1. Money and financial success	1	2	3	4	5
2. Trustworthiness	1	2	3	4	5
3. Education	1	2	3	4	5
4. Art, music, drama, literature	1	2	3	4	5
5. Friendship	1	2	3	4	5
6. Religion	1	2	3	4	5
7. Unselfishness	1	2	3	4	5
8. Positive relationships	1	2	3	4	5
9. Leisure activities	1	2	3	4	5
10. Basic freedoms	1	2	3	4	5
11. Industriousness (hard-working)	1	2	3	4	5
12. Sports	1	2	3	4	5

VALUES OF THE CHILD AS PERCEIVED BY THE PARENT

	Very Insignificant				Very Significant
1. Money and financial success	1	2	3	4	5
2. Trustworthiness	1	2	3	4	5
3. Getting an education	1	2	3	4	5
4. Art, music, drama, literature	1	2	3	4	5
5. Friendship	1	2	3	4	5
6. Religion	1	2	3	4	5
7. Unselfishness	1	2	3	4	5
8. Positive relationships	1	2	3	4	5
9. Leisure activities	1	2	3	4	5
10. Basic freedoms	1	2	3	4	5
11. Industriousness (hard-working)	1	2	3	4	5
12. Sports	1	2	3	4	5

Be prepared to compare your responses with your child's (p. 89) and his/her teacher's (p. 13) responses.

PARENTS

E. STRATEGIES

The following pages include strategies, approaches and activities that are designed to assist parents in dealing with different kinds of behavior problems. They can be used independently or in consultation with others who are vitally involved in, and/or affected by the problem.

The suggestions below are described in detail on the following pages. They are listed in random order. Not all of the suggestions will be appropriate for a particular problem and should therefore be used selectively.

The Home — Family Changes

The Courage to be Encouraging

Helping Schools Understand

Sometimes We Disagree

Helping My Child Develop Positive Behavior

School — Activities and Responsibilities

Do We Agree?

Is My/Our Child Getting Two Messages?

Utilizing School Services

Parenting — Sources of Support

When "The Fight Is On", What Can I Do?

Your Values Are Showing!

The 'Me' I Am

THE HOME — FAMILY CHANGES

Whether your child feels safe, secure, accepted, anxious, neglected, wanted or unwanted will affect his/her performance in school. The factors listed below may affect a child's performance. You may be able to list others. Check those that are applicable to your home situation at this time. You may wish to discuss these with your child's teacher, principal or counsellor.

a. ___ Parent separation

b. ___ New baby

c. ___ Joint custody - living with a different parent on the weekend

d. ___ Adoption

e. ___ Grandparents moving in

f. ___ One parent on extended leave from home

g. ___ Older sibling moving out

h. ___ Primary caretaker having new spouse/partner

i. ___ Parent taking on new job

j. ___ Death of parent/relative/neighbour

k. ___ Loss of pet

l. ___ Best friend moving from neighbourhood

m. ___ Moving to new house

n. ___ _____

o. ___ _____

p. ___ _____

q. ___ _____

For each of the factors that you have checked, respond to the following:

1. I/we have discussed the issue with my/our child. YES NO

2. I/we have discussed the issue with my/our child's teacher(s). YES NO

3. I/we would like assistance in addressing the problem but do not know what is available. YES NO

THE COURAGE TO BE ENCOURAGING

Encouragement is the most important aspect of helping our children grow! It increases the child's confidence in herself/himself and conveys to the child that he/she is accepted for what he/she is, not just as you might wish him/her to be. For the child who is behaviorally and emotionally troubled, encouragement could offer success and hope for change.

Consider the following suggestions and check the ones that you feel you need to work on to promote an encouraging environment at home.

___ 1. **Avoid discouragement.**
Feelings of inferiority must be overcome if we are to take risks and attempt new challenges that help us grow.

___ 2. **Work for improvement, not perfection.**
Recognize small steps towards the desired goal. (Adults need this too!)

___ 3. **Commend effort.**
The effort a child puts into an activity is more significant than the result. Effort is what eventually produces results.

___ 4. **Separate the deed from the doer.**
You may not accept the behavior the child exhibits, but he/she needs to feel accepted.

___ 5. **Build on strengths, not on weaknesses.**
Focus on his/her positive strengths.

___ 6. **Show your confidence in the child.**
Sometimes you need to accept that the child will not meet expectations when charged with responsibilities, but he/she can be trusted to try again.

___ 7. **View mistakes as learning experiences, not as failures.**
One's worth is not dependent upon success. Mistakes provide an opportunity for the child to learn and grow. Accept that mistakes are a part of learning.

___ 8. **Stimulate and lead the child, but do not try to push him/her too fast.**
Children need time to learn at their own speed.

___ 9. **Encourage the child to become self-sufficient.**
Self-sufficiency creates a genuine sense of happiness. In an encouraging manner, don't do for a child what he/she can do for himself/herself.

___ 10. **Encourage rather than praise the child.**
Remember that praise is <u>not</u> the same as encouragement. It may have an encouraging effect on some children but it may also discourage and cause anxiety and fear. Some children come to depend on praise and will expect it in ever-increasing amounts.

THE COURAGE TO BE ENCOURAGING (CONTD.)

___ 11. Solicit the help of other family members, friends, or professional consellors, to assist a discouraged child find his/her place in useful ways.

___ 12. Remember that encouragement is contagious. An encouraged parent or child tends to encourage those who work with him/her.

HELPING SCHOOLS UNDERSTAND

Children may exhibit certain problematic behavior in one situation but not in another. For example, a child from a single child family may be cooperative, happy, and present no particular problem to parents at home, but have significant peer relationship problems at school. Knowing that the child has no siblings greatly helps a teacher to understand the child's behavior and plan strategies for developing positive peer interaction.

The more teachers know and understand about the child's home situation, the better they can individualize and personalize the teaching/learning situation for the child. When the child is experiencing difficulties at school, this knowledge becomes even more important.

Following are some areas of information that might be helpful for teachers. Complete those parts that you feel would be important for them to know and discuss them with your child's teacher(s).

INFORMATION ABOUT MY CHILD

My child _____ is one of _____ family members.

HEALTH CONCERNS

Eating habits _____

_____

Sleeping habits _____

_____

Bed Wetting (Day and Night): _____

FAMILY STRUCTURE

Family members include: _____

_____

Family support system: _____

_____

My marital status: _____

Sibling relationships: _____

FAMILY STRUCTURE (Contd.)

Child relates best to: _____

_____

Working hours of Mom (outside the home): _____

Working hours of Dad (outside the home): _____

Typical family activities/outings: _____

_____

Cultural/background differences of parents: _____

_____

Methods of discipline used: _____

BEHAVIOR

Experiences with teachers: _____

_____

Academic success: _____

Peer relationships: _____

Attention-seeking behavior: _____

Chores: _____

Clubs, community activities: _____

Major areas of interest: _____

What child does in spare time: _____

_____

History of problem under discussion: (use other side) _____

_____

A typical day may include: _____

_____

Parents' aspirations and expectations of this child: _____

_____

_____

SOMETIMES WE DISAGREE

There will be times when you and your child's teacher will have different points of view. What is important to keep "front and centre" is the common thread that binds you: you are both interested in what is best for the child. If this is understood and agreed upon, then problem solving can become much easier. You are your child's first teacher, and know him/her best. The teacher builds on this foundation.

When teacher and parent have differences regarding the child's behavior, communication must take place.

1. What is the identified concern? Attempt to agree on the nature of the problem, though you may perceive it from different points of view.

2. What are some of the ways that this concern could be addressed? Brainstorm possible ways of looking at the problem, being careful not to be judgmental about possible approaches. Obviously some will appeal to you more than others.

3. Select an approach or a strategy that you agree to try. Both teacher and parent should be prepared to invest some energy in this approach. Remember working together always has more impact.

4. Review your approach at an agreed-upon later date. If not satisfied with progress, return to step #1.

HELPING MY CHILD DEVELOP POSITIVE BEHAVIOR

Some guidelines:

1. Don't leave learning to chance! Have a plan in mind. Know what you think your child needs to learn.

2. Set limits and stick to them. This provides the consistency the child needs in order to learn what is acceptable. Areas for setting limits include: bedtime, mealtime, curfew, television viewing.

3. Never argue when you have made a parental decision. Provide your rationale and be decisive so it doesn't deteriorate into a control issue.

4. Carry out disciplinary action such as temporary grounding or withdrawal of privileges for a specific behavior. Don't get caught up in giving a "developmental history" of the misbehavior. Stick to what you want to have happen.

5. Always ask yourself "What is it I am trying to teach my child?" It is important to make the distinction between discipline and punishment. Punishment may stop the behavior temporarily, but does not teach a new skill. Discipline has a teaching component; it attempts to teach an alternative behavior.

6. Use "NO" sparingly. There are a few times when "NO" is appropriate, such as:

    - when the child is in imminent danger
    - when the child inflicts deliberate harm (e.g., to a baby, to a cat or to him/herself)
    - when the child attempts to destroy property.

SCHOOL — ACTIVITIES AND RESPONSIBILITIES

Parents are sometimes in a position to become involved as volunteers in their child's school. This provides them with the opportunity to familiarize themselves with their child's school environment, friends, and teachers. It enables them to understand their child better, to discuss interests they share with their child, and to meet the teachers informally.

Listed below are some of the activities and responsibilities associated with schools. Indicate your response, regarding each, in the spaces provided.

	Not in my child's school	Am involved already	Would like to become involved	Would like my child to become involved	Would like to know more about it
PTA meetings	___	___	___	___	___
Fun Fair/bazaars	___	___	___	___	___
Special event days	___	___	___	___	___
Room mothers	___	___	___	___	___
Special programs	___	___	___	___	___
Provisions for special needs	___	___	___	___	___
Extracurricular activities	___	___	___	___	___
Student government	___	___	___	___	___
Student council	___	___	___	___	___
Newsletter	___	___	___	___	___
School directory	___	___	___	___	___
Reporting format	___	___	___	___	___
Lunch program	___	___	___	___	___
Peer tutoring project	___	___	___	___	___
School library hours	___	___	___	___	___
School personnel	___	___	___	___	___
Joint school/ community projects	___	___	___	___	___
House leagues	___	___	___	___	___

DO WE AGREE?

Growing, changing, and becoming is the basis of life. Not only is every child different from every other, but each child also changes with time. These continual changes must be kept in mind. You cannot effectively treat a teenager as you would a young child. In addition, you must take into account what happens to your child under stress or pressure, when ill or when he/she may regress and act much younger. Child development is a complex process, and successful discipline is geared to the child's developmental level. Expecting children of any age to perform something they are not ready for will result in failure, anger and unhappiness for both child and parents.

What is important to teach our child right now? Do we agree?

_____

_____

_____

Have we both been changing our approaches to our child as he/she has been developing? In what areas are we falling short?

_____

_____

_____

Three fundamental rules of behavior that are important to both of us as parents are:

1. _____

_____

2. _____

_____

3. _____

_____

IS MY/OUR CHILD GETTING TWO MESSAGES?

PARENT(S)	TEACHER(S)
WHAT I/WE EXPECT OF MY/OUR CHILD	WHAT THE SCHOOL EXPECTS OF THE STUDENTS
on playground	on playground
_____	_____
_____	_____
_____	_____
when another student calls him/her names	when another student calls him/her names
_____	_____
_____	_____
_____	_____
in sticking up for his/her rights	in sticking up for his/her rights
_____	_____
_____	_____
_____	_____
on completing assignments/ homework	on completing assignments/ homework
_____	_____
_____	_____
_____	_____

UTILIZING SCHOOL SERVICES

The school has many services available to children. When the school makes a request to the school district for assistance, a team of professionals works together to identify and isolate areas of concern and subsequently plan intervention approaches.

Parents should acquaint themselves with the services available in their school or school system, and contact the child's teacher or principal regarding how to access the services. Teamwork is the key, home and school working together.

Some possible services include:

- Counselling
- Visual acuity test
- Hearing acuity test
- Psychological assessment
- Psychiatric consultation (in some districts)
- Occupational therapy
- Physiotherapy
- Speech and language assessment
- Learning disabilities assessment
- Learning styles inventory
- Other

PARENTING — SOURCES OF SUPPORT

Parents or guardians need sources of moral and physical support in the difficult task of parenting. Listed below are some examples. Circle the number which most clearly describes your involvement w'h each.

	Never Used				Used Often
Friends	1	2	3	4	5
Relatives	1	2	3	4	5
Hobby groups	1	2	3	4	5
Sports groups	1	2	3	4	5
Church agencies	1	2	3	4	5
Neighbours	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5
_____	1	2	3	4	5

Examine the items that you assessed as 1, 2 or 3, and consider how you could draw on these sources of support more often.

WHEN "THE FIGHT IS ON," WHAT CAN I DO?

1. **Ignore the undesirable behavior.**

   To be most effective, ignore undesirable behavior unless there is harm to self or others and give attention to the child when he/she behaves appropriately.

2. **Keep instructions constructive.**

   Direct the situation by telling the child what to do rather than what not to do. When the directions focus on behavior, or tell the child how to succeed and expect success, then the instructions are constructive.

3. **Offer choices.**

   Offer choices and let the child decide what to do. Offer only choices you are willing to have your child choose.

4. **Encourage negotiation.**

   Ask children to identify their problems, think of alternatives, predict consequences, and make decisions.

YOUR VALUES ARE SHOWING!

Every day we meet life situations which require thoughts, opinions, decision-making and actions. Some of these experiences are familiar to us, and some are not; some are casual, and some are extremely important. Every decision we make and action we take is based on our conscious or unconscious beliefs, attitudes and values. Values are the ideas or concepts we hold dear and which guide our behavior. They contribute to behavior but aren't the only cause.

The major sources of values influences are:

1. parents or significant others
2. learned experiences
3. reflective observation
4. popular opinion and media
5. the church or other spiritual affiliation.

Our value system can be open to growth and change throughout our lives. Sometimes we have to choose between conflicting values. We need to be aware of this.

We can only come to understand our behavior and the behavior of others when we understand the fundamental importance of our values and how they develop.

Consider the importance of parent values on child behavior.

HOW TO INFLUENCE YOUR CHILDREN'S VALUES

1. Be an example to your children. The most powerful influence is your own example. Even when parent-child relationships are poor, values are transmitted.

2. Have meaningful discussions with your children. Parents should take time to tell children why they hold the value(s) they do, and how these can serve them well in life.

3. Listen to your children. Sometimes even young children have well developed values, and they can influence parents.

4. Use encouragement when teaching values. The use of power in teaching values may only drive the children's behavior underground. It may only teach them to be sneaky.

5. Develop positive relationships with your children. This increases the likelihood that they will adopt your values.

THE 'ME' I AM

Understanding the profound effect of our parents' values upon our behavior as parents may lead us to reflect on the effect our values have on our children.

1. What values were obviously important to my parents?

2. Which of these values are important to me now as a parent?

3. What were my parents' methods of instilling their values?

4. Do I use methods of instilling values in my children that are similar to the methods my parents used?

5. What new additional approaches could I take to increase the likelihood of my child incorporating some of my values?

6. What values do I hold today that my parents did not hold? Why?

SECTION IV:

STUDENTS

SECTION IV: STUDENTS

INTRODUCTION

Schooling or formal education is a right and privilege. The student has certain responsibilities, such as diligence in pursuing studies, regular attendance, cooperation, compliance with rules and respect for the rights of others.

Some students have more difficulty than others in assuming these responsibilities. The reasons for this vary with the individuals. Difficulties may be the result of the home, school, or community environment, or the problem may rest with the student.

Section IV of this document is intended for the use of school personnel, in their interactions with students, in consultation with school counsellors, psychologists or special educators who are trained to assess and intervene where behavior problems are suspected. In some cases the vocabulary, reading comprehension and writing skills required may be too difficult for the student(s) and the user may be well advised to complete the questionnaire with the student in a conference setting. It is intended to:

- help the student assess his/her own opinions on communication, expectations, issues and values;
- provide an opportunity for the student to discuss these opinions with his/her parent(s), teacher(s) and administrator(s);
- help the student to improve in areas of weaknesses;
- help the parents and school personnel to better understand and help the student to learn.

Section IV includes:

A. Communication Skills Checklist
B. Expectations Checklist
C. Issues Checklist
D. Values Checklist
E. Strategies

STUDENTS

A. COMMUNICATION SKILLS CHECKLIST

Students sometimes have problems in school because they are unable to tell their parents or teachers how they feel or what their opinions are. Listed below are some aspects that are necessary for you to understand others and for them to understand you. Read them and opposite each circle the number that best describes how you feel about it.

		Very Difficult				Very Easy
1. WITH THE PARENTS						
a.	Carrying on a casual conversation	1	2	3	4	5
b.	Discussing a particular problem	1	2	3	4	5
c.	Expressing my feelings	1	2	3	4	5
d.	Listening to my parents' views	1	2	3	4	5
e.	Remaining calm during "discussion"	1	2	3	4	5
f.	Admitting my faults/errors to my parent(s)	1	2	3	4	5
2. WITH THE TEACHER(S)						
a.	Carrying on a casual conversation	1	2	3	4	5
b.	Discussing my particular problem	1	2	3	4	5
c.	Expressing my feelings	1	2	3	4	5
d.	Listening to the teacher's views	1	2	3	4	5
e.	Remaining calm during "discussion"	1	2	3	4	5
f.	Admitting my faults/errors to my teacher(s)	1	2	3	4	5

Examine the statements above beside which you circled 1, 2, or 3. Choose the ONE where you would most like to improve, and complete the statements below.

1. I would most like to improve on _____

2. To raise my response by one number in this area, I could

_____

3. To assist me in raising my response by one number, I could tap the following resources:

_____

4. I know what I should be doing to improve in this area of communication but cannot because:

_____

_____

5. I would like assistance in improving in this area. YES NO

NOTE: You may wish to repeat this exercise for other areas of communication that you feel are weak.

STUDENTS

B. EXPECTATIONS CHECKLIST

Problems sometimes develop if teachers do not know what students expect of the school. To help your teachers better understand what you expect of the school, read the statements below and opposite each circle the number that best expresses your opinion about the statement.

		Strongly Agree				Strongly Disagree
1.	I think that all schoolwork should be done at school, not taken home.	1	2	3	4	5
2.	I think that I should do homework on a regular basis.	1	2	3	4	5
3.	I think I should serve detentions if my schoolwork is not finished.	1	2	3	4	5
4.	I think the teachers should help me with my school work after school if I am having difficulties.	1	2	3	4	5
5.	I think behavior problems such as disruptive behavior or disobedience should be taken care of at school.	1	2	3	4	5
6.	I think the school should report misbehavior to the parents.	1	2	3	4	5
7.	I think that the parents should deal with behavior problems at home.	1	2	3	4	5
8.	I think I should be accountable for my actions and my parents should not become involved.	1	2	3	4	5

Compare your responses with those of your teacher (p. 11), your administrator (p. 37) and your parent(s) (p. 61). Note any areas where significant disparities exist and discuss them with the people concerned.

STUDENTS

C. ISSUES CHECKLIST

NOTE TO COUNSELLORS: Discuss this page with the student and provide assistance as needed in completing it.

Listed below are some problems that students have. Opposite each one circle the number that indicates how much of a problem you feel it is for you.

		Serious Issue				Not an Issue
1.	Use of illegal drugs	1	2	3	4	5
2.	Defiant attitude	1	2	3	4	5
3.	Alcohol abuse	1	2	3	4	5
4.	Dishonesty	1	2	3	4	5
5.	Stealing	1	2	3	4	5
6.	Insubordination	1	2	3	4	5
7.	Negative peer pressure	1	2	3	4	5
8.	Lack of initiative and interest	1	2	3	4	5
9.	Lack of trust	1	2	3	4	5
10.	General breakdown of relationships	1	2	3	4	5

Be prepared to discuss your responses with those of your teacher(s) (p. 12) and your parent(s) (p. 64). Discuss areas where significant disparities show up. Understanding one another's values enables people to cope withy problems more effectively.

Choose ONE of the issues that you rated either 1, 2, or 3, and complete the statements below:

1. The issue that requires the most urgent attention is # ____.

2. To raise my response in this area, I could _____

   _____

3. To assist me in raising my response by one number in this area, I could tap the following resources:

   _____

   _____

4. I know what I should be doing to address the issue but cannot because

   _____

5. I would like assistance in this area. YES NO

NOTE: You may wish to repeat this exercise for other issues.

STUDENTS

D. VALUES CHECKLIST

NOTE TO COUNSELLORS: Discuss this page with the student and provide assistance as needed in completing it.

Values help us to live useful lives as members of society. Not all values are equally important to all people. Opposite each of the values listed below circle the number that best describes how important you feel it is for you.

MY VALUES AS A STUDENT

		Very Insignificant				Very Significant
1.	Money and financial success	1	2	3	4	5
2.	Trustworthiness	1	2	3	4	5
3.	Education	1	2	3	4	5
4.	Art, music, drama, literature	1	2	3	4	5
5.	Friendship	1	2	3	4	5
6.	Religion	1	2	3	4	5
7.	Unselfishness	1	2	3	4	5
8.	Positive relationships	1	2	3	4	5
9.	Leisure activities	1	2	3	4	5
10.	Basic freedoms	1	2	3	4	5
11.	Industriousness (hard-working)	1	2	3	4	5
12.	Sports	1	2	3	4	5

Be prepared to discuss your responses with your parents (p. 65) and your teacher(s) (p. 13).

E. STRATEGIES

The following pages include strategies, approaches, and activities that are designed to assist students in dealing with different kinds of behavior problems. They can be used independently or in consultation with others who are vitally involved in, and/or affected by the problem.

The suggested strategies are in random order. Not all of the suggestions will be appropriate for a particular problem and should therefore be used selectively.

Classroom Rules — Student Perspective

Recreational Activities Inventory

Interest Inventory

Becoming Aware

Do I Keep My Parents Informed?

Accepting Ownership

Who Controls You?

Social Skills Inventory

Educational Activities — My Preferences

CLASSROOM RULES — STUDENT PERSPECTIVE

1. Do the rules tell you what to do?

2. Are the rules written and hanging where you can see them?

3. Did you help write the rules?

4. When you follow a rule, what does your teacher do?

5. How does the teacher remind you about rules?

6. Does the class talk about the rules?

7. When a rule is broken, what happens?

Discuss your responses with your teacher.

Note: This may also be done as a class exercise.

RECREATIONAL ACTIVITIES INVENTORY

DIRECTIONS:

This is a list of things some children like to do. Read each one and if you like to do it, or think you would like it if you tried, put a check mark in front of it. If you do not like the activity or think you would not like it, leave it blank.

I like or would like to:

___ 1. Play some musical instruments
___ 2. Paint
___ 3. Play checkers
___ 4. Play football
___ 5. Go bowling
___ 6. Work with leather
___ 7. Sew
___ 8. Do puzzles
___ 9. Plant things
___ 10. Make jewelry
___ 11. Play bingo
___ 12. Ride horses
___ 13. Go swimming
___ 14. Listen to music
___ 15. Work with a woodburner
___ 16. Read about animals
___ 17. Read mystery stories
___ 18. Read about famous people
___ 19. Collect shells or rocks
___ 20. Visit relatives
___ 21. Watch television
___ 22. Play basketball
___ 23. Go roller skating
___ 24. Weave
___ 25. Play table games
___ 26. Play shuffleboard
___ 27. Work with a chemistry set
___ 28. Go camping
___ 29. Play baseball
___ 30. Wrestle
___ 31. Go to movies
___ 32. Build model planes/cars
___ 33. Make candy or popcorn
___ 34. Read about sports
___ 35. Read about cowboys
___ 36. Read about science
___ 37. Collect coins, stamps
___ 38. Visit friends
___ 39. Play tennis
___ 40. Other _____

INTEREST INVENTORY

Teachers and parents understand you better if they know your interests, likes and dislikes.

You may want to complete the inventory below and give it to your teacher and/or parent(s).

Name _____ Grade _____

Opposite each item below, circle the number that best expresses your feelings about it.

Example:

	LIKE			DISLIKE
Drama	1	2	(3)	4

This student does not like drama very much. There are likely some subjects that the student enjoys more.

1. Subjects in school	LIKE			DISLIKE
Arithmetic	1	2	3	4
Spelling	1	2	3	4
Reading	1	2	3	4
Writing stories	1	2	3	4
Science	1	2	3	4
Social studies	1	2	3	4
Music	1	2	3	4
Art	1	2	3	4
Physical Education	1	2	3	4
Health	1	2	3	4
Book reports	1	2	3	4
English	1	2	3	4

2. Activities outside of school				
Television	1	2	3	4
Movies	1	2	3	4
Outdoor games	1	2	3	4
Watching sports	1	2	3	4
Hiking and camping	1	2	3	4
Fishing	1	2	3	4
Riding horses	1	2	3	4
Riding minibikes & motorcycles	1	2	3	4
Reading	1	2	3	4
Cooking	1	2	3	4
Hobbies	1	2	3	4
Animals	1	2	3	4
Trips	1	2	3	4
Car races	1	2	3	4
Slot car races	1	2	3	4
Being with friends	1	2	3	4

3. Things to read about	LIKE			DISLIKE
Adventures	1	2	3	4
Animal stories	1	2	3	4
Hobby stories	1	2	3	4
Biography	1	2	3	4
Autobiography	1	2	3	4
Science	1	2	3	4
Sports	1	2	3	4
Fairy tales	1	2	3	4
Poetry books	1	2	3	4
Mystery	1	2	3	4
Motorcycles	1	2	3	4
Love and romance	1	2	3	4
Science fiction	1	2	3	4
Car magazines	1	2	3	4
Horse stories	1	2	3	4
Humor	1	2	3	4
Fantasy	1	2	3	4
History	1	2	3	4
Geography	1	2	3	4
Art and music	1	2	3	4
Religion	1	2	3	4
People in other lands	1	2	3	4
Newspaper	1	2	3	4
Magazines	1	2	3	4
Comic books	1	2	3	4
Ghost stories	1	2	3	4
Family stories	1	2	3	4
Riddles and jokes	1	2	3	4

BECOMING AWARE

You have a responsibility as a student to help things go well. Respond to each of the questions below by circling either YES or NO. Be prepared to discuss your responses with your teacher.

Is school an "O.K." place for me most of the time?	YES	NO
Do I know what the class/school rules (expectations) are?	YES	NO
Am I clear about what happens when I break the rules?	YES	NO
Have I talked to my parents about what I expect of the school?	YES	NO
Does the teacher know me personally? That is, have I given him/her enough information about my interests, likes, dislikes, skills?	YES	NO
Have I noticed any differences in what the teachers and my parents expect of me?	YES	NO
Am I prepared to put forward my best effort to make school a positive experience for me?	YES	NO
Do I ask for help when I need it?	YES	NO
Do I accept responsibilities at home like other members of the family?	YES	NO
Can I find a time/place to complete my homework regularly?	YES	NO

DO I KEEP MY PARENTS INFORMED?

In the blanks opposite the question write YES or NO to indicate your response.

Do my parents know:

- my school program? _____
- my favorite subject? _____
- my least favorite subject? _____
- my favorite teacher? _____
- my least favorite teacher? _____
- my most difficult time at school? _____
- my fears? _____
- my plans for the future? _____
- my friends' names? _____
- my special interests? _____
- my favorite sports? _____

Choose some of the items where your response was NO and make a point of discussing them with your parents.

ACCEPTING OWNERSHIP

"Many times I'm not sure why I act the way I do. Things can get pretty confusing." Have you ever said this?

Identify a behavior you are not happy with. Write it on the line below and respond to the questions. Be prepared to discuss your answers with your teacher, principal or counsellor.

1. A behavior that I am not happy with is _____

2. Why am I acting this way? What is my best guess?

_____

_____

_____

3. Do I get a pay off for my behavior? Do some good things come out of my behavior?

_____

_____

_____

4. Do people make a bigger deal out of it than they need to?

_____

_____

Why do they do that?

_____

_____

5. How much of what I do has to do with trying to impress my friends?

_____

_____

_____

WHO CONTROLS YOU?

At what age is a person responsible for his/her behavior? It is easy to take credit for the good things we do, but what about the "not-so-good behavior?" It is difficult to accept responsibility for inappropriate or destructive behavior.

One hot summer day John was sitting around with very little to do. He was bored. When some guys from school walked by, he shouted, "What ya up to?" They said it was none of his business and he was too much of a wimp to hang around with them. After he protested, the group decided to let him join providing he didn't give them any trouble. Later, the group decided to see if they could get in and out of the school without getting caught. However, the school board had installed a new alarm system, and an hour later the boys' parents were called to pick them up at the police station. The group had done considerable damage in one teacher's room. When John's parents arrived he said he hadn't meant to do that - he had been made to do it.

1. Do you agree with John? Can someone else make you do something you think is wrong?

2. How should John take responsibility for his behavior?

3. Have you ever had to stand up against your friends for something you believed was right?

Tell about it.

How did you feel?

4. Did you ever go along with something you felt was wrong, but did so to please your friends?

Tell about it.

How did you feel?

SOCIAL SKILLS INVENTORY

To help you look at your strengths and weaknesses in social skills, and to help you improve in areas you feel need improving, circle the number that most clearly describes your perception.

	Needs much improvement				Not a Problem
Following instructions	1	2	3	4	5
Saying "Thank you"	1	2	3	4	5
Giving a compliment	1	2	3	4	5
Receiving a compliment	1	2	3	4	5
Asking for help	1	2	3	4	5
Apologizing when appropriate	1	2	3	4	5
Completing assignments	1	2	3	4	5
Expressing feelings	1	2	3	4	5
Contributing to discussion	1	2	3	4	5
Dealing with anger	1	2	3	4	5
Ignoring distractions	1	2	3	4	5
Expressing affection	1	2	3	4	5
Showing sportsmanship	1	2	3	4	5
Beginning a conversation	1	2	3	4	5
Dealing with embarrassment	1	2	3	4	5
Joining in	1	2	3	4	5
Dealing with group pressure	1	2	3	4	5
Reacting to failure	1	2	3	4	5
Asking permission	1	2	3	4	5

SOCIAL SKILLS INVENTORY (CONTD.)

Sharing	1	2	3	4	5
Helping others	1	2	3	4	5
Using self-control	1	2	3	4	5
Responding to teasing	1	2	3	4	5
Avoiding trouble	1	2	3	4	5
Staying out of fights	1	2	3	4	5
Accepting consequences	1	2	3	4	5
Dealing with accusations	1	2	3	4	5
Negotiating	1	2	3	4	5
Accepting "no"	1	2	3	4	5
Making decisions	1	2	3	4	5

Suggested follow-up procedures.

1. The student completes the inventory about himself/herself. (Possibly with the help of a counsellor).
2. The teacher completes the inventory about the student.
3. The teacher and student compare responses by:
   - taking note of areas where there is agreement
   - taking note of areas where there is disagreement
   - discussing ways and means of moving the lower number responses to higher numbers.

EDUCATIONAL ACTIVITIES — MY PREFERENCES

INSTRUCTIONS: Read each statement carefully and circle the number that best describes how you feel about the statement.

SAMPLE:	I would rather do work in the afternoon than in the morning.	1	2	3	4

A response of "1" means that you do not like to work in the afternoon, that you very much prefer to work in the morning. A number "4" response means that you prefer to work in the afternoon.
There is no right or wrong response. You are telling how you feel about the statement. You may have all the time you need, so please respond to every statement.

	QUESTION	LEAST LIKE ME			MOST LIKE ME
1.	Writing things down helps me to remember what I have learned.	1	2	3	4
2.	I can write about most of the things I know, better than I can tell about them.	1	2	3	4
3.	When I really want to understand what I have read, I read it softly to myself.	1	2	3	4
4.	I remember what I have read better than what I have heard.	1	2	3	4
5.	When I do math problems in my head, I say the numbers to myself.	1	2	3	4
6.	I enjoy joining in on class discussions.	1	2	3	4
7.	I understand a math problem that is written down better than one that I hear.	1	2	3	4
8.	I do better when I can write the answer instead of having to say it.	1	2	3	4
9.	I understand spoken directions better than written ones.	1	2	3	4
10.	I would rather read a story than listen to someone read it.	1	2	3	4

EDUCATIONAL ACTIVITIES — MY PREFERENCES (CONTD.)

	LEAST LIKE ME			MOST LIKE ME
11. I would rather show and explain how a thing works than write about how it works.	1	2	3	4
12. If someone tells me three numbers to add, I can usually get the right answer without writing the numbers down.	1	2	3	4
13. I prefer to work with a group when there is work to be done.	1	2	3	4
14. A graph or chart of numbers is easier for me to understand than hearing the numbers said.	1	2	3	4
15. Writing a spelling word several times helps me remember it better.	1	2	3	4
16. I learn better if someone reads a book to me than if I read it silently to myself.	1	2	3	4
17. I learn best when I study alone.	1	2	3	4
18. When I have a choice between reading and listening, I usually read.	1	2	3	4
19. I would rather tell a story than write it.	1	2	3	4
20. Saying the multiplication tables over and over helped me remember them better than writing them over and over.	1	2	3	4
21. In a group project, I would rather make a chart or poster than gather information to put on it.	1	2	3	4
22. Written assignments are easy for me to follow.	1	2	3	4

SECTION V:

COMMUNITY RESOURCES

SECTION V: COMMUNITY RESOURCES

INTRODUCTION

Teachers and administrators who deal with severely behavior-disordered students should seek outside assistance. It is important to choose the most suitable agency or program for a particular problem and to know how to access it.

Section V of the document is intended to give guidance to school personnel regarding:

- the kind of information that the school should make available to agencies;
- how to access specialized services;
- the type of assistance to look for from outside agencies;
- the role of the parent(s) in an out-of-system referral.

PRE-REFERRAL INFORMATION

Before making a referral to an outside agency, the teacher and/or administration of the school should have the following information available:

A. BACKGROUND INFORMATION

1. Have there been any significant changes in academic performance?
2. Has any standardized testing been conducted? If so, what are the results?
3. What behavioral history, if any, is relevant to the present situation?
4. What medical history, if any, is relevant to the present situation?
5. What familial history, if any, is relevant to the present situation?
6. What are the student's positive academic behaviors?
7. What are the student's negative academic behaviors?
8. What are the student's positive social behaviors?
9. What are the student's negative social behaviors?
10. What are the student's positive emotional behaviors?
11. What are the student's negative emotional behaviors?
12. In which school environment (e.g., classroom, playground) are the behaviors concerned most evident?
13. Does the student exhibit these behaviors in the community at large?
14. Are the behaviors similar in the various environments?

PRE-REFERRAL INFORMATION (CONTD.)

B. EXPECTATIONS

1. Which academic expectations is the student meeting? not meeting?

2. Which social expectations is the student meeting? not meeting?

3. Which emotional expectations is the student meeting? not meeting?

4. Are rules few in number, specific, and conspicuously posted?

5. Are rules consistent across all environments?

6. Are routines predictable?

7. Are rules enforced consistently?

8. Are expectations realistic?

9. Is the physical environment suitable? Appealing?

10. Does the student know the specific expectations of each environment?

C. ASSESSMENT INFORMATION

1. Is standardized information about the student's academic ability required?

2. Is anecdotal and/or informal information about the student's academic performance required?

3. Is formalized information about the student's social maturity required?

4. Is anecdotal and/or informal information about the student's social behavior required?

5. Is formalized information about the student's emotional development required?

PRE-REFERRAL INFORMATION (CONTD.)

6. Is anecdotal and/or informal information about the student's emotional behavior required?

7. Is specific information about the student's interactions with others required?

8. To what extent does the student recognize his or her behavior and the link to its consequences?

9. What is the nature of the student's perception of the behavior disorder and its antecedents?

10. What is the student's perception of environmental and performance expectations?

11. What is the student's perception of his or her actual behavior as compared to how he or she would like to ideally behave?

12. Can the student help identify specific strengths and/or areas of behavior difficulty?

NOTE: Questions 8 - 12 imply that conferences with the student have taken place.

*NOTE: The ideas included in this section are derived from the Alberta Education document, **"Behavior Disorders in Schools: A Practical Guide to Identification, Assessment and Correction" (1986).** For further details see the following pages of the document:

Seven-Step Model for Assessment, Program Planning and Evaluation-Outline Format	2-10
Seven-Step Model for Assessment, Program Planning and Evaluation-Point-Form Format	2-11
Assessment and Program Planning Form.	2-27
Assessment and Program Planning Form (Blank Form).	E-1

CHOOSING A COMMUNITY RESOURCE

To determine the type of assistance needed to deal with a particular behavior problem, school personnel should seek answers to the following questions:

1. What is the mandate of the agency?

2. To whom is the agency accountable?
   - Alberta Education
   - Alberta Health
   - Alberta Social Services
   - Alberta Solicitor General

3. Where is the agency located?

4. What type of service(s) does the agency provide?
   - assessments
   - consultation
   - inservice education
   - direct, ongoing treatment

5. Where is the service provided?
   - in the school
   - in the home
   - in the agency office

6. Is there a cost involved?
   - travel
   - assessment, consultation, inservice

7. Will the parents be involved?
   - in assessment
   - in the treatment

8. To whom is the student accountable during the time of referral and/or treatment?
   - to the classroom teacher
   - to the school administration
   - to the parents
   - to the agency

9. How much lead time is needed before the service begins?

REFERRAL PROCEDURE

Teachers need to understand referral procedures in their schools and school systems. Before initiating a student referral to an outside agency, the teacher should check the statements below that reflect the policies of the school jurisdiction and his/her expectations.

1. I initiate a referral by:

   ___ contacting the school administration

   ___ contacting the district/central office administration

   ___ contacting the agency directly

2. I involve the parents by:

   ___ notifying them of my intent

   ___ requesting that they make the referral

   ___ obtaining their verbal consent

   ___ obtaining their written consent

3. I expect the following service(s):

   ___ assessment and assessment report

   ___ assessment and case conference

   ___ one-time consultation

   ___ ongoing consultation

   ___ removal of student from the classroom for treatment

   ___ agency working with the student in the classroom

   ___ agency working with the parents

OTHER ALBERTA EDUCATION PUBLICATIONS

The following materials related to Behavior Disorders are produced by Alberta Education.

- Teacher Alert System. (1991).
- Behavior Disorders in Schools – A Practical Guide to Identification, Assessment and Correction. (1986).
- Enhancing Social Skills in the Classroom. (1991).
- Teacher Intervention Practices. (1992).

Alberta Education documents are available from the Learning Resources Distributing Centre.

AUTHORIZED RESOURCES AVAILABLE FROM THE LEARNING RESOURCES DISTRIBUTING CENTRE

- Attention Deficit Disorder: Hyperactivity Revisited: A Concise Source of Information for Parents and Teachers
- A Practical Guide to Solving Preschool Behavior Problems
- Classroom Behavior: Detecting and Correcting Special Problems
- Skill-Streaming the Elementary School Child: A Guide for Teaching Prosocial Skills